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UPLAND, INDIANA, April, 1949

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UPLAND, INDIANA

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Contents

PAGE

College Calendar 4
Governing Body and Board 5
Administrative and Other Officers 6
Faculty 7
Faculty Committees 11
Historical Development and Aims 12
Academic Standing 15
Location 15
Buildings and Grounds 16
Educational Equipment 17
Student Information 19
- General Regulations 19
- Personnel Service 20
- Academic Regulations 22
- Student Expenses 25

Co-Curricular Activities 31
- Student Organizations and Publications 31
- Intercollegiate Debating 33
- Athletics 33
- Contests and Prizes 34

Curricula and Courses 35
- Requirements for Admission 36
- Requirements for Graduation 37
- Pre-professional Courses 48
- Divisional Aims and Objectives 51
- Courses of Study by Departments (listed alphabetically) 53

Graduates and Honor Students 100
Student Roll 103
Alumni Directors 108
Wills and Memorials 109
Index 110

378
T21b
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An Outline of Courses,
Requirements for Admission,
and General Information
for the Academic Year 1949-50
and a Register of the Officers,
Teachers, and Students
of Taylor University
for the Academic Year 1948-49

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College Calendar

1949

June 4, Saturday.....Alumni Day
June 5, Sunday, 10:00 A. M.....Baccalaureate
June 6, Monday.....Annual Meeting of Trustees
June 6, Monday, 9:30 A. M.....Commencement

Summer Session

June 9, Thursday.....Registration
August 5, Friday.....Final examinations
August 5, Friday, 4:00 P. M.....Summer session closes

1949-50

September 10, Saturday, 9:00 A. M.....Faculty meetings
September 12, Monday, 9:00 A. M.-12:00 P. M.....Faculty meetings
September 12, Monday, 3:00 P. M.....Freshman orientation begins
September 14, Wednesday, 8:00 A. M.-4:00 P. M.....Registration of Freshmen and transfer students
September 15, Thursday, 8:00 A. M.-4:00 P. M.....Registration of returning students
September 16, Friday.....Class work begins
October 7, Friday.....Matriculation Day Exercises
November 7-10.....Mid-semester tests
November 23, Wednesday, 4:00 P. M.....Thanksgiving recess begins
November 28, Monday, 7:45 A. M.....Thanksgiving recess ends
December 1-16.....Pre-registration for second semester
December 21, Wednesday, 11:05 A. M.....Christmas recess begins
January 4, Wednesday, 1:10 P. M.....Christmas recess ends
January 23-27.....Semester final examinations
January 28, Friday, 4:00 P. M.....First semester closes
January 30, Monday.....Registration for second semester
January 31, Tuesday.....Class work begins
March 14, 15, Tuesday and Wednesday..Sophomore comprehensives
March 27-30.....Mid-semester tests
April 5, Wednesday, 4:00 P. M.....Easter recess begins
April 13, Thursday, 7:45 A. M.....Easter recess ends
May 2, Tuesday.....Bishop William Taylor's Birthday
May 4, Thursday.....Senior comprehensives
May 11, Thursday.....Senior Coming-Out Day
May 18, Thursday.....Move-Up Day
May 29-June 3, Monday-Saturday.....Semester final examinations
June 3, Saturday.....Alumni Day
June 4, Sunday, 10:00 A. M.....Baccalaureate
June 5, Monday.....Annual meeting of Trustees
June 5, Monday, 9:30 A. M.....Commencement

The William Taylor Foundation

Dr. Herbert M. Lyon, President
Dr. P. J. Fisher, Vice-President
Mr. J. Irvin Schultz, Secretary
Mr. D. Marion Lochner, General Treasurer
The Reverend James F. Stephenson,
Endowment and Centennial Fund Treasurer

BOARD OF DIRECTORS

Dr. Clyde W. Meredith, President of the University ..... Member Ex-Officio

Term Expires 1949

Mr. John C. Bontrager ..... Elkhart, Indiana
Dr. P. J. Fisher ..... Marion, Indiana
Mr. D. Marion Lochner ..... Fort Wayne, Indiana
Mr. J. Irvin Schultz ..... Detroit, Michigan
Professor G. Harlowe Evans, Ph. D. ..... Bloomington, Illinois

Term Expires 1950

Mr. Clement Laird Arthur ..... Redkey, Indiana
Mr. W. H. Polhemus ..... Daleville, Indiana
The Reverend James F. Stephenson ..... Greenfield, Indiana
Mr. Theodore W. Engstrom ..... Grand Rapids, Michigan

Term Expires 1951

Mr. Francis Davis.....Marion, Indiana
Dr. Herbert M. Lyon.....Buffalo, New York
Dr. Charles H. Shilling.....Washington, D. C.
Dr. S. H. Turbeville.....Winona Lake, Indiana
Mr. Linton A. Wood.....Worthington, Ohio

COMMITTEES OF THE BOARD

EXECUTIVE: H. M. Lyon, P. J. Fisher, J. Irvin Schultz, D. M. Lochner, C. W. Meredith

FINANCE: C. L. Arthur, D. M. Lochner, J. F. Stephenson

FACULTY: P. J. Fisher, S. H. Turbeville, H. G. Evans

BUILDINGS AND GROUNDS: J. C. Bontrager, Francis Davis, T. W. Engstrom, Linton A. Wood, W. H. Polhemus

Administrative and Other Officers

Clyde W. Meredith	President of the University
A. Leland Forrest	Academic Dean
John Paul Owen	Business Manager
Ruth A. Young	Registrar and Director of Admissions
Willis J. Dunn	Director of Public Relations
John Lamey	Assistant to the President
E. Sterl Phinney	Dean of Men
Ione Driscal	Dean of Women
Carmen C. Decker	Personnel Director
Alice K. Holcombe	Librarian
Aleen Hislop	Assistant to the Dean of Women and House Mother
P. J. Fisher, M.D.	School Physician
Esther Fray Bradford	School Nurse and Director of Health Program

Faculty

COLLEGE OF LIBERAL ARTS

CLYDE W. MEREDITH, B.D., Th.M., Th.D.
President (1944)[1]
Houghton College, A.B.; Western Theological Seminary (2 yrs.); Winona Lake School of Theology, B.D., Butler University School of Religion, Th.M.; Iliff School of Theology, Th.D.

BURT W. AYRES, A.M., Ph.D., LL.D. (1897-1906) (1910)
Vice President, Emeritus (1946)
Taylor University, B.S.; A.M.; LL.D.

PEARL ALEXANDER, A.M. (1947)
Assistant Professor in English and Latin
Indiana University, A.B., A.M.
Normal Courses, Marion, Indiana; University of Michigan, Summer 1940; Indiana University, summer 1941; Ball State College, Summers 1939, 1942, 1947.

THEODORA BOTHWELL, Mus. M. (1922)
Professor of Piano
Syracuse University, Mus. B.; Chicago Conservatory, Mus. M.; American Institute of Normal Methods; Columbia University; Chicago Musical College; Pupil of Mme. Julie Rive-King.

ESTHER F. BRADFORD, R.N., A.B. (1947)
School Nurse, Instructor in Home Economics (part time)
Traverse City State Hospital Training School (Mich.); Taylor University, A.B.

JOHN BUNISH, B.S. in Ed. (1948)
Instructor in Strings, Brass, and Woodwinds
Marion College, B.S. in Ed.
Completing work this year for Mus.B. degree

CLINTON J. BUSHEY, A.M., B.D., Th.D. (1947)
Associate Professor of Zoology and Physical Science Survey
Taylor University, A.B.; University of Michigan, A.M.; Olivet Nazarene College, B.D.; American Theological Seminary, Th.D.; Graduate student University of Illinois, two years.

HAZEL E. BUTZ, A.M. (1946)
Assistant Professor of English
Taylor University, B.S.Ed.; Indiana University, A.M.

[1]The year of appointment is given after each name.

JAMES CHARBONNIER, A.M., B.D. (1934)
Professor of Language and Religious Education
Geneva University College, A.B.; Yale University, A.M.; Drew Theological Seminary, B.D.; Graduate student, Geneva University, Doctorate in Belles-Lettres, in pectore. Winona Lake School of Theology, summers 1939, 1940, 1941.

KENNETH L. CROSE, A.M. (1948)
Instructor in Religious Education
Anderson College, A.B.; Hartford Seminary Foundation; The Kennedy School of Missions, A.M.

HILDRETH MARIE CROSS, A.M., Ph.D. (1948)
Assistant Professor of Psychology and Education
Asbury College, A.B.; University of Michigan, A.M.; University of Iowa, Ph.D.

CARMEN C. DECKER, Th.B., A.M. in Theol., A.M. (1947)
Assistant Professor of History and Sociology; Director of Personnel
Marion College, A.B., Th.B., in Theol.; Indiana University, A.M.

OLIVE MAY DRAPER, A.M. (1914)
Professor of Mathematics and Astronomy
Taylor University, A.B.; University of Michigan, A.M.; Graduate student, Columbia University, summer 1927; State University of Iowa, summers 1928, 1929, 1930 and 1931; Indiana University, summers 1935, 1937.

IONE DRISCAL, A.M. in Theol. (1947)
Dean of Women
Houghton College, A.B.; Winona Lake School of Theology, A.M. in Theol.; Graduate work, University of Michigan, 1944.

WILLIS JAMES DUNN, A.M. (on leave of absence) (1945)
Assistant Professor of Sociology; Director of Public Relations
Asbury College, A.B.; Michigan State College, A.M.; Residence work completed at Michigan State College for Ph.D.

A. LELAND FORREST, A.M., Ph.D. (1946) (1948)
Dean of the College, Professor of Religion
Abilene Christian College, B.A.; Michigan State College, A.M.; University of Chicago, summer 1944; University of Southern California, Ph.D.

FLORENCE M.A. HILBISH, A.M., Ph.D. (1946)
Professor of English
Chairman Division of Language and Literature
Dickinson College, A.B.; Graduate student, University of Chicago, summer quarters 1925, 1926, 1927; University of Pittsburgh, A.M.; University of Pennsylvania, Ph.D.

ALICE K. HOLCOMBE, A.B., B.A.L.S. (1946)
Librarian
Taylor University, A.B.; University of Michigan, B.A.L.S.

RONALD D. JONES, M.S., Ph.D. (1948)
Professor of Education
Chairman Division of Education and Psychology
Marion College, B.S.; University of Wisconsin, M.S.; University of Wisconsin, Ph.D.

PAUL D. KELLER, Mus. M. (1944)
Assistant Professor in Voice
Manchester College, B.S.; Cincinnati Conservatory of Music, Mus. M.

ROBERTA KELLY, B.S., M.S. (1947)
Assistant Professor in Home Economics
Ball State Teachers College, B.S., 1930; Purdue University, M.S.

SANDER J. KLEIS, A.B. (1946)
Associate Professor of Philosophy and Greek
Hope College, A.B.; Western Theological Seminary; Graduate School Indiana University; Graduate School Boston University; Residence work completed at Boston University for Ph.D.

MARION MAY (1948)
Instructor in Art
(Part-time)
Special Student: Portland Institute of Art, Taylor University, Ball State Teachers College, John Herron Art School, Cleveland School of Art, Cleveland College. Pupil of: Frank Wilcox, Elliott O'Hara, Wayman Adams, Erling Roberts, Leon Darbyshire, Jane Snead

R. EDGAR MAY, A.M. (1948)
Director and Assistant Professor of Physical Education
Oberlin College, A.B.; New York University, A.M.

O. W. MILLER, A.M., Ph.D. (1947)
Associate Professor of Psychology
Union College, A.B.; Lane Theological Seminary, B.D.; University of Cincinnati, A.M., Ph.D.

FREW D. MOHR, Mus.M., Mus.D. (1946)
Professor of Organ, Chairman Division of Fine Arts
Ohio Wesleyan University; Capitol College of Music, Mus.B., Mus.M.; Great Lakes College, Mus.D.

DON J. ODLE, B.S., M.S. (1947)
Athletic Director, Instructor in Social Sciences
Taylor University B.S.; Indiana University, M.S.

GRACE D. OLSON, A.M. (1945)
Professor of History, Chairman Division Social Sciences
Taylor University, A.B.; Western Reserve University; University of Michigan, A.M.; Graduate Student, University of Michigan, 1930; Western Reserve University, summer 1945; University of Michigan, summer 1946, 1947

E. STERL PHINNEY, Th.B., A.B. (1947)
Dean of Men, Instructor in Religious Education and Spanish
Marion College, Th.B., A.B.

LUCIA DETURK RAYLE, A.M. (1948)
Instructor in French and Spanish
West Virginia Wesleyan College, A.B.; Allegheny College, A.M.; Graduate study at Columbia University and University of Grenoble, France

MILO A. REDIGER, A.M., Ph.D. (1943)
Professor of Religion
Chairman Division Philosophy and Religion
Taylor University, A.B.; New York University, A.M.; New York University, Ph.D.

SHERMAN W. SPEAR, M.S. in Ed. (1948)
Executive Secretary of the Alumni Association
Instructor in English
Taylor University, A.B.; Indiana University, M.S. in Ed.

DONALD D. STARR, A.M., Ph.D. (1948)
Associate Professor of Chemistry
Olivet Nazarene College, A.B., University of Illinois, A.M.; University of Illinois, Ph.D.

JUNE STARR STRAHL, A.B. (1948)
Instructor in Physical Education and History
Olivet Nazarene College, A.B., Graduate Study at the University of Illinois

KITTIE MAE TAYLOR, B.S. in Ed. (1948)
Instructor in Elementary Education
Platteville State Teachers College, B.S. in Ed.; Graduate Study at Minnesota State University and Ball State Teachers College

HELEN HORTENSE UNGER, A.B. (1947)
Instructor of Speech
Bob Jones University, A.B.; Graduate Student, Bob Jones University, Northwestern University

CAROL M. WALTERS, B.Ed. (1948)
Instructor in Commerce and Business Administration
Illinois State Normal University, B.Ed., International School of Commerce, Browns Business College

RUTH A. YOUNG, B.S. in Ed. (1948)
Registrar
Marion College, B.S. in Ed.

SCHOOL PHYSICIAN

PIERRE J. FISHER, A.B., M.S., M.D.
South Dakota State Normal; University of South Dakota, A.B.; Northwestern Medical School, M.S.; M.D.

Faculty Committees

ACADEMIC AFFAIRS COMMITTEE: Forrest, Rediger, Olson, Jones, Mohr, Hilbish, Draper, Young

ADMINISTRATIVE COUNCIL: Meredith, Owen, Forrest, Phinney, Driscal, Dunn, Young

DISCIPLINE COMMITTEE: Decker, Forrest, Phinney, Driscal, Jones

LIBRARY COMMITTEE: Holcombe, Bothwell, Miller

SOCIAL ACTIVITIES: Keller, Unger, Kelly, May, Starr

Faculty-Student Committees

ATHLETIC AND HEALTH: Kleis, Bradford, Strahl, May, Odle, Luthy, Lageer, Jenkins

LYCEUM AND MUSEUM: Phinney, Crose, Charbonnier, Alexander, Mohr, Bertsche, E. Herber, Cleveland

RELIGIOUS SERVICES: Rediger, Bushey, Olson, Decker, Driscal, Peterson, Copley, Gaerte

ORGANIZATIONS: Butz, Odle, Spear, Forrest, Cross, Fenstermacher, Coburn, D. Williams

HISTORICAL DEVELOPMENT

Taylor University was first known as the Fort Wayne Female College, which was organized in 1846, in Fort Wayne, Indiana, by what was then the Indiana Conference of the Methodist Episcopal Church. In 1852 it was united with the Collegiate Institute of the same city and became a co-educational school, known as Fort Wayne College. In 1890 it passed under the control of the National Association of Local Preachers of the Methodist Episcopal Church, and its name was changed to Taylor University, in honor of the missionary bishop, William Taylor, called by the historian Hurst, "the modern St. Paul."

In July, 1893, the institution was rechartered and moved to its present location, Rev. T. C. Reade, L.L.D., being President at the time of this change. The gift of a campus of ten acres and $10,000 in cash by the citizens of Upland played no small part in the establishment of the school at Upland. The energy, consecration and self-sacrifice of President Reade and his aides were important factors in the building of a college which had as one of its aims the placing of a college education within the reach of persons of modest means.

After personal visitation and examination of the character and work of the college, Bishop Taylor gave it his hearty endorsement, prayed for it three times every day and assisted it by his influence and with his means. It found a place in his great heart because of its spirituality, its missionary enthusiasm and its interest in students needing financial assistance. All who have become familiar with its product of Christian manhood and womanhood heartily endorse his statement that "this work is of God." The present Administration Building, which was the first to be erected at Upland, has additional historical significance because Bishop Taylor assisted in the laying of its cornerstone.

In 1921 the National Association of Local Preachers of the Methodist Episcopal Church transferred Taylor University to the Alumni Association. The Alumni Association in turn conveyed it to The Legal Hundred of Taylor University. Later The William Taylor Foundation was organized and to this body passed the control of Taylor University.

It is felt that this Foundation is very fittingly named, since Taylor University still emphasizes the same traditional objectives of world evangelism, and the spreading of Scriptural Holiness which were the motivating passions of Bishop William Taylor.

The William Taylor Foundation is a non-profit corporation organized under the laws of Indiana, functioning through a Board of Directors of fifteen persons. Article VII, Section 4 of the Articles of Association defines the qualifications of the Directors as follows:

> "The members of the Board of Directors of The William Taylor Foundation shall be persons of high and recognized Christian character; and shall be members of some protestant evangelical church; and in sympathy with the traditional policies of Taylor University."

These men must be sympathetic with Taylor University's missionary and evangelistic policies, and its appreciation of the Holy Scriptures as the Word of God. In selecting the membership of the Board, careful thought is given so that every member meets these qualifications.

The present Board is composed of twelve laymen, all of whom have been active in the work of their respective churches in addition to being successful business and professional men; and three ministers of the Gospel whose ministries have been characterized by the same evangelistic emphasis which is a part of Taylor's tradition.

The purpose of this body is to perpetuate an institution that will be interdenominational in service. It has been the continued purpose of the Board that Taylor University shall make a distinct contribution to the work of the evangelical churches and that it shall send its students back into their church groups to be loyal to the Christ of their faith.

AN EFFECTIVE CHRISTIAN COLLEGE

The following quotations from the Articles of Association of The William Taylor Foundation set forth clearly the spiritual concepts and purposes to which the institution has been traditionally committed.

Article IV:

"For the purpose of more explicitly setting forth the meaning of Christian Education as used by the framers of this charter and the methods and policies by which the proposed results are to be achieved, through Taylor University, or any affiliated educational institution under the control of this Foundation, the following statement of belief and practice is set forth:

The fundamental doctrines of evangelical Christianity as set forth in the common Christian creeds are accepted.

The Bible is recognized as the Word of God showing God's progressive revelation of His own thought and will to man.

The integrity of the Holy Scriptures and the personal identity of the Holy Spirit in the work of glorifying Christ are not questioned.

The subject of the Bible is redemption, inspired by the love of God the Father, grounded in the atoning sacrifice of God the Eternal Son, and made effective to the human soul by God the Eternal Spirit.

The great reproducible experiences of evangelical Christianity as taught in the Bible, such as the new birth, or conversion of the sinner, and the baptism of the Holy Spirit for the believer, are taught as the privilege of every one.

As a result of these blessed experiences coming to us through this glorious Gospel we joyfully acknowledge our obligation to carry the good news of God's grace to all men everywhere."

Article V:

"The school, Taylor University, shall be interdenominational in its service; and a member of any Christian denomination who is in harmony with the doctrine and policy of the school as set forth in Article IV, and who has the qualifications set forth in Article VII, section 4, of this charter, shall be eligible to a place on the faculty or board of control. Taylor University shall be maintained with its traditional missionary and evangelistic policies and its attitude to the Holy Scriptures as the Word of God. It shall seek to maintain an atmosphere stimulating to spiritual aspiration and to the practice of Christian ethics. It shall cultivate an attitude of respect for and interest in the organized church."

No institution that has caught the spirit of Bishop William Taylor could be local or provincial in its outlook. Students come to Taylor University from many states and foreign countries. Taylor students have the advantage of these world-wide influences in the midst of a splendid intellectual life.

Taylor University welcomes youth who desire a standard college education in the midst of an ideal spiritual atmosphere.

AIMS

Taylor University aims to provide excellent liberal arts and pre-professional training leading to the A.B. and B.S. in Education degrees in a student-faculty relationship which is vitally Christian, socially wholesome and physically healthful. We believe that it is possible to correlate good scholarship and Christian experience and life and it is our aim to provide a proper balance in these two spheres.

These aims stated specifically are:

(1) To offer an effective Liberal Arts education fused with a vitally Christian interpretation of truth and life. The first two years of the Liberal Arts program are designed to provide (a) an introduction to the basic fields of learning and (b) the development of general culture, citizenship in a democracy, Christian ideals, and personal qualities.

(2) To organize the Liberal Arts program so as to include adequate pre-professional training in engineering, law, medicine, ministry, teaching, and nursing.

(3) To prepare students who desire to teach designated subjects in secondary and elementary schools.
(4) To aid the student to keep his body strong and, where possible, to correct physical defects.
(5) To develop and enrich the cultural and social attitudes of its students.
(6) To constantly review and study its faculty, curriculum, personnel services and equipment so as to insure the maximum success in the execution of its program.

ACADEMIC STANDING

Taylor University is a recognized college of liberal arts. It is accredited by the North Central Association of Colleges and Secondary Schools and by the State Board of Education in Indiana. Memberships include the American Council on Education, Association of American Colleges and the National Commission of Christian Higher Education of the Association of American Colleges. It is listed among the standard colleges of the state in the most recent Education Directory of the United States Office of Education.

TRAINING OF VETERANS

Taylor University is also accredited by the State Board of Education for the training of discharged service men and women under both the Servicemen's Readjustment Act of 1944 (G. I. Bill of Rights), and the Vocational Rehabilitational Act (Public Law 16).

LOCATION

Taylor University is located in Upland, Indiana, on the Pennsylvania Railroad between Columbus, Ohio, and Chicago, Illinois; one hundred forty-five miles from Columbus and one hundred sixty-nine miles from Chicago. It is fourteen miles southeast of Marion, seven miles west of Hartford City, and seventy-five miles northeast of Indianapolis.

The University grounds are located one mile south of the Upland railroad station on Indiana state routes 22 and 221. The main campus lies on the corporate limits of Upland. It occupies a slightly elevated position which gives a commanding view of the surrounding country.

Upland may be reached by way of Hartford City or Marion, by bus from Fort Wayne and other points; Jonesboro, six miles west, by Big Four trains (C.C.C. & St. L.) from Louisville, Cincinnati and northern points, and Chesapeake and Ohio trains from Cincinnati or Chicago.

Passengers from Detroit and eastern lines may make connections with the Pennsylvania line through Upland at Union City, Ind. Passengers from Indianapolis may come to Jonesboro on the Big Four, or to Hartford City or Marion by bus.

If traveling by railroad or bus, students are requested to notify the college beforehand of the place and time of arrival, and they will be met by car.

BUILDINGS AND GROUNDS

The grounds of Taylor University total one hundred and sixty acres, a square block, one-half mile in either direction, beginning at the south edge of Upland and fronting an extension of Main Street. The President's home and a central farm unit form a nucleus of the farm area. Most of the campus proper occupies the northeast corner of this acreage. In addition, there are a considerable number of city lots located north of this part of the campus on which are located dormitories, residential and other properties which are a part of the educational plant.

H. Maria Wright Hall is the main building and is located near the center of the campus. It contains administrative offices, faculty offices, class rooms, the Chemistry laboratories, and the library.

Helena Memorial Music Hall was made possible by the bequest of Mrs. Helena Gehman of Urbana, O., the name being designated in the will. A bronze tablet bears this inscription: "Erected in honor of Rev. R. W. Gehman, a Pioneer Local Preacher of Urbana, Ohio, 1911." While the building was made possible by this bequest it was supplemented by a very substantial gift from Mr. and Mrs. Israel B. Shreiner, and by other smaller gifts.

Studios and practice rooms occupy the main and sub-floors of this building. The second floor is the Chapel, known as Shreiner Auditorium. It is equipped with pipe organ and grand piano.

Magee-Campbell-Wisconsin Hall is a building erected for women. The north unit is Stanley Magee Memorial; the middle unit, the John D. Campbell Building; the south unit, the Wisconsin Building. There are more than one hundred seventy bedrooms, with running water in each; a parlor, several lobbies and halls, a general dining room, the Jay County kitchen and service room, a room for laundering, a hospital unit, a room for recreation and social events, and the home economics is housed in this building which includes laboratories and an apartment. The building is of brick, tile, and steel construction.

Swallow-Robin Hall, a three-story brick building, is a very comfortable home for men. This building was made possible by the gift of Dr. S. C. Swallow of the Central Pennsylvania Methodist Conference, and was named the Swallow-Robin Hall in honor of Dr. Swallow and his wife, whose maiden name was Robin. The rooms of this hall are named for those who contributed. One classroom and two departmental offices are located on the east end of the first floor.

Samuel Morris Hall is a two-story frame structure which is among the oldest on the campus. It was erected in memory of Samuel Morris, an African boy who became a Christian through the influence of a missionary who was a Taylor graduate. Later he came to this country to secure his education at Taylor University. This building contains a number of apartments, planned

to accommodate married couples. It is also used for missionaries on furlough.

Sickler Hall contains lecture rooms, the Walker Museum, and offices for student organizations.

The Science Hall contains lecture rooms; Botany, Zoology, and Physics laboratories; faculty offices; and a dark room.

Maytag Gymnasium stands near the entrance of the athletic field. It is three stories high, and is equipped with a regulation-size basketball floor and balconies. The basement contains dressing rooms for both men and women, showers, and an auxiliary gymnasium. A swimming pool is planned also on this floor.

Post Office Building is a frame structure in which is located the college post office, bookstore, restaurant, and grocery store. Several apartments are located on the second floor.

Central Heating Plant is a modern building with a storage capacity of three carloads of coal and 30,000 gallons of oil and of sufficient size to meet expanding needs. It is equipped with one large stoker-fed Leffel Scotch Marine boiler, one Kewanee Up-Draft Firebox boiler equipped with an automatic oil burner, and a water filter and softener plant.

EDUCATIONAL EQUIPMENT

The Mooney Library is conveniently housed on the main floor of the Administration Building and includes reading room, periodical room, stack room and faculty study, which have fluorescent lighting and are pleasant and conducive to study.

The library is open during the day and evening of each weekday, except Friday and Saturday evenings.

The book collection contains 23,000 bound volumes and is supplemented by many pamphlets. The Reference Collection is located in the main reading room, and the Reserve Book collection is shelved at the loan desk in the periodical room.

Six daily newspapers and 273 well-selected periodicals are received regularly. The "open shelf" system is used whereby all books are accessible to both faculty and students. The books are classified according to the Dewey Decimal system. The library facilities are supplemented by inter-library loans, especially from the Indiana State Library.

The Physics Laboratory is equipped with the necessary apparatus for laboratory and demonstration work. The room has gas, water, and both direct and alternating current.

The Chemistry Laboratories, occupying the north half of the ground floor of Administration Building, are equipped with ventilating fans, and are fashioned to meet latest standard requirements.

The Biology Laboratories are equipped with dissection tables, instruments, standard compound microscopes for each student, lenses, microtome, electric ovens, aquaria, manikin, human skeletons, life-sized models of human body and twelve animals, life history demonstrations, balances, and autoclave.

The Home Economics Rooms, located in the Wisconsin Building, include a kitchen-dining room unit with standard equipment, and a three-room apartment which provides facilities for courses in home management.

Maytag Gymnasium provides facilities for instruction in Physical Education, as well as for the intra-mural and intercollegiate athletic programs.

The Athletic Field, just west of the gymnasium, is equipped with volleyball, horseshoe and tennis courts, baseball diamond and track.

The Clippinger Observatory, named in honor of Dr. Charles L. Clippinger, former dean of the college, is located on the south side of the campus. The telescope is a ten and one-half inch reflector, equatorially mounted. A new five inch refractor, the gift of the late Rev. Edgar S. Robinson, formerly a minister of the California Conference, is mounted on a tripod and may be set up for observation in any convenient place.

The Walker Museum, located in a large room on the first floor of Sickler Hall, is one of the points of great interest on the campus. It includes mounted skeletons of the elephant, llama, lion and several other animals, and the bones of a famous mastodon discovered near Taylor in 1928. These skeletons are used for demonstrations in courses in Zoology. Collections of minerals, fossils, and ores also are displayed here. Of great interest is the collection of weapons, idols, and other articles of handicraft donated by Dr. John C. Wengatz, missionary to Africa.

STUDENT INFORMATION

GENERAL REGULATIONS

GOVERNMENT

It is the intention of the College to carry out the policies relating to discipline in a firm yet reasonable and sympathetic manner. In all matters pertaining to personal behavior, students are expected to conduct themselves as responsible citizens and members of a Christian community. As a coeducational institution, Taylor University seeks to provide an atmosphere in which wholesome social attitudes may be developed in harmony with Christian standards. The social life of the school is under the supervision of the faculty and is administered by the Social Deans.

At the time of registration each student receives a copy of the student handbook which contains a statement of many of the regulations governing various phases of school life. Some of these regulations are definitely stated in the admission blank. A student is reminded that he has committed himself by signing this blank to refrain from dancing, card playing, gambling, and the use of tobacco and intoxicants while a student at Taylor University. Violation of this regulation makes the student automatically subject to dismissal.

In the interest of modesty, economy, and school democracy, young women are urged to provide for themselves a simple and conservative wardrobe.

Students who own and desire to use automobiles must secure a permit from the office of the Dean of men. In addition, the owner must give proof that he is carrying adequate liability insurance. Permission to loan or rent the car to any other person or persons must be obtained from the Dean of Men.

Arrangements for all class and other social functions of groups must be made in advance with the Dean of the College.

Every effort is made to stimulate the student to honest, conscientious effort, but the college is not willing to undertake the problem of disciplining students who are not in sympathy with its purposes.

Any student who becomes antagonistic to the spirit and policies of the institution, or who fails to accomplish the true purposes of college life, thereby severs his connection with the college and will be dismissed whenever the general welfare may require it. The Social Deans and other appointed members constitute a Committee on Discipline which handles serious infractions of the regulations.

CHAPEL AND CHURCH ATTENDANCE

Chapel exercises are held regularly, when the student body and faculty assemble for worship and instruction.

Five chapel absences reduce the amount of credit for the current semester one credit hour and one honor point. One additional hour is lost for each two absences above this number. Chapel absences are not excusable except for prolonged illness.

Every student is expected to attend the Sunday evening evangelistic service which is held in the College Chapel.

MISCELLANEOUS

Students who find it necessary for financial reasons to room outside the college dormitories may reside only in such homes as have the approval of the college. An application for this privilege must be placed on file with the proper Administrative Officers in order to secure such permission.

The college is not responsible for loss of personal property belonging to students in any building owned by the college, whether the loss occurs by fire, theft, or unknown cause.

The college reserves the right, during the college year, to make any changes which are deemed advisable in the rules or regulations.

PERSONNEL SERVICE

ADMISSION

All new candidates for admission to the college must give satisfactory evidence of good character and those entering from other colleges must present letters of honorable dismissal.

Every student desiring admission to Taylor University must make application upon the forms provided by the college and pay an application fee of $5.00. This fee is not refundable.

Every student is required to deposit, in advance, an admission fee of $10.00, which serves as a breakage and key deposit and as a room reservation for those desiring to live in college quarters. This deposit is not refundable except on the following conditions:

(1) One half of this deposit is refundable if notice of withdrawal from either a new or an old student is received in the dean's office on or before August 15, for the first semester, or December 31, for the second semester. A student who enrolls for the first semester is expected to continue the second semester. No refund will be made to a student who withdraws at the end of the first semester **unless** notice has been received in the dean's office on or before December 31.

(2) The entire deposit is refundable at the end of the school year or upon the student's withdrawal from school (except as stated above), on the conditions that all keys are turned in and any charges for breakage or fees have been satisfactorily adjusted.

This deposit does not carry over and is not transferrable from one academic year to the next.

Every application must be approved by the Director of Admissions and is recorded with the Dean of Men or Dean of Women who assign the rooms if students plan to live in college quarters.

Each new student should have a transcript of his high school record sent in advance so that it may be evaluated in terms of the college's entrance requirements. Those desiring advanced standing should have their credentials sent direct from the college last attended, and in advance of registration. No transcript can be evaluated on registration days. All transcripts for advanced standing must be requested by the student.

Admission to and registration in Taylor University is tentative until the student has proved himself, both in scholarship

and in Christian character, to be worthy of occupying a place and of being definitely classified. In addition, satisfactory scores must be made on the Psychological and English Examinations.

COUNSELLING

It is the purpose of the college to render the most valuable service to every student who enters her halls.

Administrative officers, faculty advisers, various committees, and the personnel point of view in organization contribute to render this service to the student.

All new students entering the college are required to supply a photograph 1½"x2¼", and to give such personnel data as is requested by the Director of Personnel.

The Business Manager has direction of student self help and if the student has sufficient funds to warrant his entering college and lacks only a small part of the year's expense, he may be able to find assistance by this means in meeting the balance of his expenses. Each case is considered on its merits and must be taken up in advance.

ADVISERS

Freshman and Sophomore students are advised and counselled by the Dean of the College, the Director of Personnel, and other selected faculty assistants.

After the student has selected his major study at the beginning of the Junior year, his major professor serves as his adviser throughout the remainder of the college course.

HEALTH PROGRAM

The health service fee of $6.00 is used to provide the services of registered nurses in caring for minor ailments, and the ordinary drugs and medicines necessary in such care. In addition, the counsel service given by the staff physician on his regular visits to the campus is included. It is understood that his work is to consist only of physical examinations, treatment of minor ailments, and diagnosis of more serious conditions. In such cases the student will be fully advised, and then the responsibility will be his for the choice of a physician and the expense of medical treatment and possible hospitalization.

The fee for the first special call of a physician each semester, when authorized by the school nurses, is likewise included in the health fee. The school provides hospital rooms where the student may be cared for by our nurses and staff for a period of two days each semester without charge. The cost thereafter ranges from $1.50 to $3.00 per day depending upon the amount of attention required and the number of staff attending. Cases of contagious disease or serious illness which cannot be received in the hospital rooms will be given such attention and care as the nature of the cases and the conditions permit.

Before admission, every student is required to present a statement from a licensed physician showing that he has been vaccinated against, or has previously had, smallpox.

The college is not responsible for injuries received by students on or off the campus, except those covered by the insurance which the college carries on participants in the student labor program and in varsity athletic competition.

ACADEMIC REGULATIONS

STUDENT CLASSIFICATION

The school year is divided into two semesters. The student may enter at the beginning of either semester but it is advisable that he register for the first semester.

A student cannot be classified until he has met the entrance requirements and has no greater deficiency than one unit of high school work. The classification of students is made at the beginning of the school year on the following basis:

Freshmen: Students who are carrying twelve or more semester hours of college work.

Sophomores: Students who have no entrance condition and have completed twenty-two semester hours and have earned twenty-three quality points.

Juniors: Students who have completed fifty-four semester hours and have earned fifty-five quality points.

Seniors: Students who have completed eighty-eight semester hours and have earned ninety-four quality points. A student, at the beginning of second semester of the Senior year, is not to be considered a candidate for graduation in June, unless he has a minimum of 108 quality points.

A student's classification may be raised during the year as deficiencies are removed. It may be reduced if regular requirements are not met; however, the student who desires to raise his classification during the current school year, in estimating his semester hours and quality points, must add the regular semester hours and quality points of the preceding semester to the minimum requirements listed above.

STUDENT LOAD

The normal student load per semester is fifteen credit hours, exclusive of Physical Education. Freshmen who have campus work are not permitted to carry more than the normal student load, except by special permission of the Committee on Academic Affairs. The Dean may permit other students to carry two hours above regular load, but permission to carry eighteen hours must be secured by action of the Committee on Academic Affairs. A student may not reasonably expect to be permitted to carry extra work unless his average mark for the preceding semester has been high.

CHANGING COURSES

A change of class schedule may be made by the Dean during the first two weeks of any semester, but after that a change may be made only by petition to the Committee on Academic Affairs and in the latter case no refund will be made. The faculty re-

serves the right to withdraw any elective course for any semester if it is elected by fewer than five students.

CLASS ABSENCE

Absences from classes are either excused or unexcused. Excuse for legitimate absence is obtained from the Dean of the College. Excuses must be registered with the professors concerned, within two weeks after the absence or the last consecutive absence. Excuse for absence gives the student the privilege of making up the work missed, to the satisfaction of the professor. If not made up within a reasonable time there will be a deduction from the semester mark.

Unexcused absences will reduce the student's semester grade on a percentage basis.

An absence or consecutive absences from classes immediately preceding or following a school holiday or recess count double. Likewise tardies preceding or following a school holiday or recess count double. Three tardies count as one absence.

Classes missed because of late registration, or because of change of registration, count as regular absences, except that absences at the beginning of the second semester resulting from late registration by any students in attendance during the first semester count double.

If a student has absences in any course exceeding one-sixth of the total class periods of the course, credit is withheld unless exception is made by special action of the Committee on Academic Affairs.

MARKING SYSTEM

The letter marking system is as follows:

A—Superior	F—Failure
B—Better than average	W—Withdrawal from college
C—Average	WP—Withdrawal while passing
D—Passing	WF—Withdrawal but failing
E—Condition	Inc.—Incomplete

A condition, or an incomplete mark, lapses into a failure if not removed the following semester. Any variation from this rule must be taken up with the Committee on Academic Affairs. When a condition is removed the mark attained cannot be higher than C.

POINT-HOUR RATIO

Quality points are given with the marks, as follows: 3 per credit hour with A, 2 with B, 1 with C.

In order to maintain the minimum graduation standard for the college, a student is required to earn a scholarship rating equivalent to at least one quality point for each credit hour for which he is registered. The average scholarship rating in terms of quality points is found by dividing the total number of hours for which the student is registered into the total number of quality points earned. For example, 15 scheduled hours and 15 quality points indicate a scholarship rating of 1.0, i. e., one quality point for each hour for which the student is registered.

PROBATION

A freshman is on probation unless his point-hour ratio for the first semester is .6 or above. He will not be permitted to register at the beginning of the sophomore year unless his point hour ratio for the entire freshman year is .7 or above.

A sophomore is on probation unless he has, at the end of the first semester of that year, a scholarship standing of .8 or above. He will not be permitted to register at the beginning of the junior year unless his average is .85 or above, this standing to be based on all work done since entering Taylor.

A junior is on probation at the end of the first semester of that year unless his point-hour ratio is .9 or above based on all courses pursued up to that time. He will not be permitted to register at the beginning of the senior year unless his point-hour average is .95 or above, this average to be based on all work done since entering Taylor.

A senior must have earned at least 108 quality points and a scholarship standing of 1.0 at the end of the first semester of the senior year in order to be considered a candidate for graduation in June.

A committee consisting of the Dean of the College and the Social Deans advises students on probation in matters pertaining to academic load, co-curricular activities, and social privileges.

TUTORIAL WORK

Several departments organize special classes for students whose scholastic achievement is below average. The tutoring may be done by major students, working under the supervision of the professor in charge. No charge is made the student who receives this additional help.

HONORS WORK

The purpose of the honors work program, which includes independent reading in special courses, extra-collateral reading, and limited research, is to further develop superior students.

GRADUATION WITH HONORS

In recognition of superior scholarship, the college awards honors of two grades at graduation, namely, Cum Laude and Magna Cum Laude.

Graduation Cum Laude is awarded those students who have an average of quality points of not less than 2.3 for each credit hour of academic work. To be eligible for this honor, the student must have been in residence study at Taylor University during all of his junior and senior years and have earned a minimum of sixty semester hour credits.

Graduation Magna Cum Laude is awarded those students who have an average of quality points of not less than 2.7 for each credit hour of academic work. To be eligible for this honor, the student must have been in residence study at Taylor University throughout the entire four-year course.

Graduation honors are recorded on the diplomas of the students winning them and are published on the commencement program.

STUDENT EXPENSES

Taylor University desires to offer the best in college life at the lowest possible cost. It will be appreciated, however, that in the present emergency which has caused abnormal price rises in many commodities, it may become difficult, if not impossible, to maintain expenses at the catalog rates. The college, therefore, reserves the right to advance these rates at any time in an amount sufficient to cover the increased cost.

Board—Meals are furnished in the dining hall at the rate of $162.00 per semester, consecutive meals to the same person and payable in advance. Foods of the best quality are purchased, the preparation is supervised by a competent and experienced dietitian and under strict sanitary conditions, producing a wholesome, appetizing, well-balanced diet. In addition to this, the dignified service offered is unexcelled.

Students rooming in the college dormitories are expected to board at the college dining hall.

Rooms—The college provides rooms for young women in Campbell Hall and Magee Hall, and for young men in Wisconsin Hall and Swallow-Robin Hall. The rental rate for rooms per person is $55.00 per semester for a double room.

All rooms are furnished with window shades, bed, mattress, table, chairs, and dresser with mirror. Students are required to furnish everything necessary for the bed, with the exception of the mattress. They also furnish their own towels. The college launders free of charge each week four pieces of laundry, which may include sheets, pillowcases, towels, and washcloths. (This provision for laundry applies only to students living in Magee-Campbell-Wisconsin Hall and Swallow-Robin Hall.)

The amount of electric current allowed in each room is as follows: Single, 100 watts; doubles, 160 watts; triples, 225 watts; and four or five in a room, 300 watts. This current is for lights, radio, and such other appliances or fixtures as may be used by special permission. An extra fee is charged for wattage exceeding this amount

The admission fee automatically becomes a room deposit fee for those desiring to live in college dormitories. This deposit is refundable under the conditions as set forth on page 20 of this catalog.

The college reserves all rights concerning the assignment and reassignment of rooms or the termination of their occupancy.

Any change of room during the semester, made at the request of the student, entails a charge of $1.00.

Tuition and Fees—Tuition for not less than thirteen or more than sixteen hours is $125.00 per semester. If less than thirteen semester hours are carried, the tuition charge is $9.75 per hour, and if more than sixteen semester hours are carried, a charge of $9.75 is made for each additional hour. Persons not registered as students, desiring to attend a course as auditors, more or less regularly, without credit, may be admitted on authorization of the Dean of the College and the payment of $2.50 per semester hour.

The incidental fee of $20.00 is charged each student enrolled at the beginning of each semester. This fee covers the use of the library, athletic field, tennis courts, and gymnasium; partial payment for the Gem; subscription to the Echo; post office rent; the health service fee described on page 20; fee for first transcript; activity ticket and other similar privileges.

All transcripts on transfer students are sent directly to the college named, upon request of student. All accounts with the institution must be satisfactorily settled with the Business Office before a transcript is issued.

ESTIMATED COST FOR ONE SEMESTER

A boarding student taking a regular load of thirteen to sixteen hours will find the semester's expenses, exclusive of laboratory fees or charges for applied music courses, to be as follows:

Board	$162.00
Room rental	55.00
Tuition	125.00
Incidental Fee	20.00
Total	362.00

If a laboratory course is chosen, or instruction in the Department of Music is included in the student's schedule, fees should be added to the above total in the amount shown in the following schedules of fees. Laboratory fees are charged for the apparatus and purchase of supplies.

LABORATORY FEES

Astronomy—301, 302	$2.00
Biology—201-202, 222, 331, 432	7.50
Biology—241-242, 311-312, 362, 371, 351, 322	4.00
Chemistry—101, 102, 201-202	$3.00 or $15.00
Chemistry—301, 302, 401, 402	16.00
Home Economics—101-102, 202, 301, 321, 322, 332	4.00
Home Economics—111-112, 221, 302	7.50
Mathematics—221	3.00
Physics—211-212	9.00
Physical Science—201	4.50
Speech—411, 412	6.50
Business—111, 112	5.00

DEPARTMENT OF MUSIC EXPENSES

Rates per Semester on Private Instruction

PIANO

With Miss Bothwell	
Two private lessons each week	$64.00
One private lesson each week	32.00

ORGAN

With Mr. Mohr	
Two private lessons each week	$64.00
One private lesson each week	32.00

VOICE

With Mr. Keller

Two private lessons each week	$64.00
One private lesson each week	32.00
Class (groups of five), private lesson each week per person	9.00

WIND AND STRINGED INSTRUMENTS

With Mr. Bunish

Two private lessons each week	$48.00
One private lesson each week	24.00

OTHER RATES

Piano Rental, one hour per day, per semester (to private voice and piano students)	7.00
Piano Rental, one-half hour per day per semester (to voice class students)	3.50

Organ Rental, three or more hours per week at the rate of .30c per hour, for chapel organ and .20c per hour for the other two practice organs.

Orchestral and Band instruments, rental per semester 7.00

When private instruction in the Department of Music is discontinued upon recommendation of the instructor and with permission of the Dean, refund is made as follows: 80% if discontinued within the first three weeks of the semester; 60% if discontinued before the end of the sixth week; and 40% if discontinued during the remaining part of the first half of the semester. No refund is made after that time. Piano rental fees are not refundable.

OTHER FEES AND EXPENSES

Special examination fee	$ 2.00
Graduation fee	15.00
Late registration	5.00
Change of registration	1.00
Physical Education, Junior and Senior Year, per semester	6.50
Speech	22.50
Supervised Student Teaching, per semester hour	10.00
Supervised Social Case Work, Sociology 402	30.00

The Special Examination Fee is charged for all special examinations or tests unless written exemption from the fee is issued by the Dean of the College. Any student applying for such an examination or test must present a certificate from the Business Office showing that such a fee has been paid in cash.

Graduation Fee is charged to all those who expect to receive a degree, and is included in the fees for the second semester of the senior year. This covers the cost of diploma, rental of cap and gown, and certain other graduation expenses.

Late Registration Fee is charged each student who registers later than the registration days of any semester.

Change of Registration Fee is charged the student for each change made after the regular time of registration.

Physical Education Fee for Juniors and Seniors is charged when the required Physical Education courses for Freshmen and Sophomores are delayed until the Junior and Senior year. (See page 81)

The Speech Fee is charged for private lessons.

Supervised Student Teaching Fee is charged all students who

take observation and student teaching under critic teachers in outside schools, recommended by the Department of Education of the College. Students engaged in practice teaching or taking courses in outside schools are responsible for their own transportation.

Special Tutoring Fee—Special tutoring for foreign students who find this necessary or desirable is available at a nominal fee.

The cost of books, equipment, and supplies which are purchased at the college bookstore are not included in any of the above fees and expenses. These must be paid for in cash, except in the case of veterans enrolled under the G. I. Bill of Rights.

SETTLEMENT OF BILLS

Students, if possible, should pay the entire semester's bill on or before registration day. If this is not feasible at **least** one half of the semester bill **must** be paid in cash before registration is complete. There is no extension of time. All credit for scholarships or estimated income from participation in the student work program will be taken into consideration when the second and final payment is due. The second payment for the first semester is due November 15, and for the second semester, March 15. Students are urged to pay in advance by mail since this will expedite their registration and will be a much appreciated convenience to the college.

The above regulations apply to the room and board only for Veteran Students, providing they have their certificates of eligibility with them on registration day, otherwise, they may be required to pay one half of their total bill and the college will refund any advance payment **for tuition and fees** made by the veteran as soon as his certificate of eligibility is received.

Exceptions to the above terms of payment should not be requested unless absolutely necessary and then they are granted only when acceptable proof of need has been shown and definite arrangements made in ADVANCE with the Business Office. In all such cases, a small deferred payment fee is charged and the extended terms require a substantial down payment at registration with a feasible plan for keeping the remainder of the account paid in advance.

Accounts of one semester must be adjusted in full before enrollment in the following semester is permitted.

No degree may be conferred, and no diploma, certificate, transcript of credit, prize, or letter of honorable dismissal or recommendation may be granted to students who have not satisfactorily adjusted all financial obligations to the college.

A student leaving during the semester will be allowed an 80% refund if he leaves during the first three weeks of the semester, a 60% refund if he leaves before the end of the sixth week, a 40% refund if he leaves during the remainder of the first half of the semester, and no refund if he leaves during the second half of the semester. There is, **however,** a refund of 75% of the remaining prorated board allowed.

Incidental and laboratory fees are not refundable.

To be officially approved, a withdrawal must be cleared through the office of the Dean.

ADDITIONAL INFORMATION FOR VETERANS

Veterans should apply **promptly** to their nearest Veterans Office for an original **or a supplemental certificate** of eligibility. The Veterans Administration will make no subsistence payments to G. I.'s nor will it assume any obligation to pay for tuition, fees, etc., to the college, until the veterans certificate of eligibility is approved, processed through the college, and forwarded to the nearest regional office of the Veterans Administration. Delays may occur in the receipt of subsistence checks, and veterans coming to college should so finance themselves that they can pay their college bills when due, as the college cannot defer individual student payments until receipt of subsistence checks. Qualified veterans may secure books and supplies at the College Book Store without paying cash. However, if any purchases are disallowed, either by their nature or, by being in excess of the allowable amount, the amount disallowed is charged back to the veterans. If any payments are disallowed by the V.A. for any reason, the veterans are expected to settle their accounts with the college promptly upon notification of such disallowance.

SCHOLARSHIPS, GRANTS AND LOANS

Through the gifts of friends, and certain monies set aside for this purpose, a limited number of scholarships and grants are offered each year.

Selective Honor Scholarships—

A limited number of Selective Honor Scholarships are available to Freshman students who ranked academically in the upper ten per cent of their high school class, and who meet certain other academic requirements. This award provides for a scholarship of $100.00 during each of the four years upon condition of the maintenance of certain academic standards. It is awarded only to boarding students and must be applied for well in advance of enrollment.

Dr. L. Monroe Vayhinger Memorial Music Scholarships—

Through the gifts of friends and alumni, five scholarships of $100 each are being offered to Freshman students intending to major in Music and giving promise of unusual accomplishment in this field. An applicant for one of these scholarships must qualify by ranking academically in the upper quarter of his high school class, and by satisfactorily passing an audition test before the President and a member of the Music Department staff, who shall determine eligibility on the basis of talent exhibited. These scholarships, which are for the Freshman year only, are given in memory of Dr. L. Monroe Vayhinger, President of Taylor University from 1908 to 1921.

All-School Scholarship—

An expense scholarship in the amount of $100.00 is awarded to the student who earns the highest scholastic standing during the academic school year. The winner is selected from the Junior, Sophomore, or Freshman classes, and the scholarship is effective during the academic year following the commencement season at which the award is made.

Alumni Scholarship—

The Taylor University Alumni Association provides a scholarship of one hundred dollars to be given to a junior student who has shown evidence of Christian character, leadership qualities and a scholarship point-hour ratio of 2 or above. This is an expense scholarship, applied to the student's account in the school year following the award made at the commencement exercises. A committee appointed by the Alumni Association selects the candidates who are ranked by the faculty. Final decision is made by the committee. (The winner of this scholarship must be other than the winner of the All-School Scholarship.)

Shilling Memorial Scholarship—

This scholarship of one hundred dollars is given by Dr. C. W. Shilling, Captain (M C) U. S. Navy, of the class of '23, in memory of his father, Reverend John H. Shilling, and in honor of his mother, Mrs. Mary O. Shilling. It is awarded to a male student majoring in Chemistry and/or Biology.

Service Grants—

Campus work is available to a limited number of students giving demonstration of actual need of such assistance by written application on blanks furnished by the college. These grants, which generally range in amounts from $50.00 to $175.00 per year, are based upon need and ability.

Grants in Aid—

Aid to a limited number of deserving students is available through contributions provided for this purpose by friends of the institution. This aid is limited to upper classmen.

Student Loan Funds—

A number of special funds have been established by gifts to the University for the purpose of making loans to worthy students to enable them to complete the payment of their college expenses. Several of these funds have been founded expressly to aid students preparing for the ministry. Further information may be obtained by writing to the office of the President.

Vocational Rehabilitation Aid—

Students from Indiana and a number of other states, having vocational handicaps, are eligible for aid in varying amounts. Additional information may be secured from the President's office.

NOTE—Scholarship grants are void if full settlement of the remainder of the account is not made by June 30th following the close of that school year for which the grant is given.

Students receiving scholarship aid or service grants must maintain satisfactory records in scholarship and discipline. The college reserves the right to withdraw any scholarship or terminate any service grant at its discretion if a student makes an unsatisfactory scholastic record or becomes a disciplinary problem.

A student receiving scholarship aid and transferring to another school any time during the four years may at the discretion of the Administrative Officers be required to pay the amount of scholarship received before a transcript is issued.

CO-CURRICULAR ACTIVITIES

STUDENT ORGANIZATIONS

STUDENT COUNCIL

The purpose of the Council is to foster social and cultural phases of the life of the general student group and to represent the student body in matters of mutual interest to students and the Administrative officers of the school. This Council consists of nine members; a President, elected from the Junior Class by the Juniors, Sophomores and Freshmen; two representatives from each of these three classes; and two others, elected by these seven persons from the new Freshman class.

DIVISIONAL CLUBS

The general purpose of these clubs is to give majors and minors in the various divisions opportunity to participate in study and research which correlate course material, and to obtain thereby an overview of the study field.

The Future Teachers of America. The chief objective of the club is that of providing organized and supplementary activities for the students enrolled in the Departments of Education, Psychology, and Physical Education. It not only explores the interests of students, but gives opportunity for the exercise of these interests.

The English Club. This club has as its aim the development of its members in the use of the English language and an appreciation of English literature. The programs of the monthly meetings are planned to accomplish these purposes.

The Foreign Language Club. This club offers the students the opportunity of acquiring a broader knowledge of the linguistic origins, development, and interrelationship of the various languages studied; it also provides a means of obtaining a more intimate acquaintance with foreign civilizations.

International Relations Club. The purpose of this organization is to furnish an opportunity for all majors in the social sciences to participate, under student leadership, in group discussion of subjects vitally related to their fields of major interest. Not only international issues but also domestic problems of historical or sociological character are included on the program of the club. Through the Carnegie Foundation the club is a part of an international organization including clubs in many colleges and universities around the world. The club meets once each month.

The Music Club. The purpose of the Music Club is to provide students taking applied work an opportunity to perform before the entire group of students. For this reason its programs usually consist of practice recitals. Not only is public performance cultivated, but articles on appropriate topics or book reviews are occasionally presented.

Philosophy and Religion Club. It is the purpose of this organization to furnish opportunity for all majors in Philosophy and Religion to participate in activities planned to provide, to some extent, integration of courses taken in the two departments of the division, as well as enrichment of educational experience.

The Science Club. This club is primarily intended to widen the view of those majoring in the several fields of Science. The regular meetings of the club are designed to provide mutual benefit through contacts with students and faculty members interested in other branches of Science. Thus the student is enabled to co-ordinate for himself the various phases of Science and to become aware of the fundamental and underlying unity of the physical universe.

A portion of the time is given to the problems of the Conservation Club, which was formerly a separate organization, but is now merged with the Science Club.

Chi Sigma Phi. The purpose of the club is to interpret home economics to students by informing them of the scope of home economics as well as the importance of homemaking as a major field of endeavor. A second objective is to encourage a professional attitude by acquainting club members with their future profession and by broadening their knowledge and interest in the field.

GENERAL ORGANIZATIONS

The Societies. There are three general societies: the Philalethean, the Thalonian, and the Pi Eta Chi Kappa. The membership of these societies is open to both men and women; however, no one person is permitted to join more than one society. The purpose of the societies is to provide experience in the field of literary activity and to develop latent talent in the members. In addition to varied activities throughout the year, the inter-society contest each commencement season holds great interest. The winners of this contest receive certificates of honor. A winner cannot compete a second time in the same field. Note regulations regarding contest on page 34.

RELIGIOUS ORGANIZATIONS

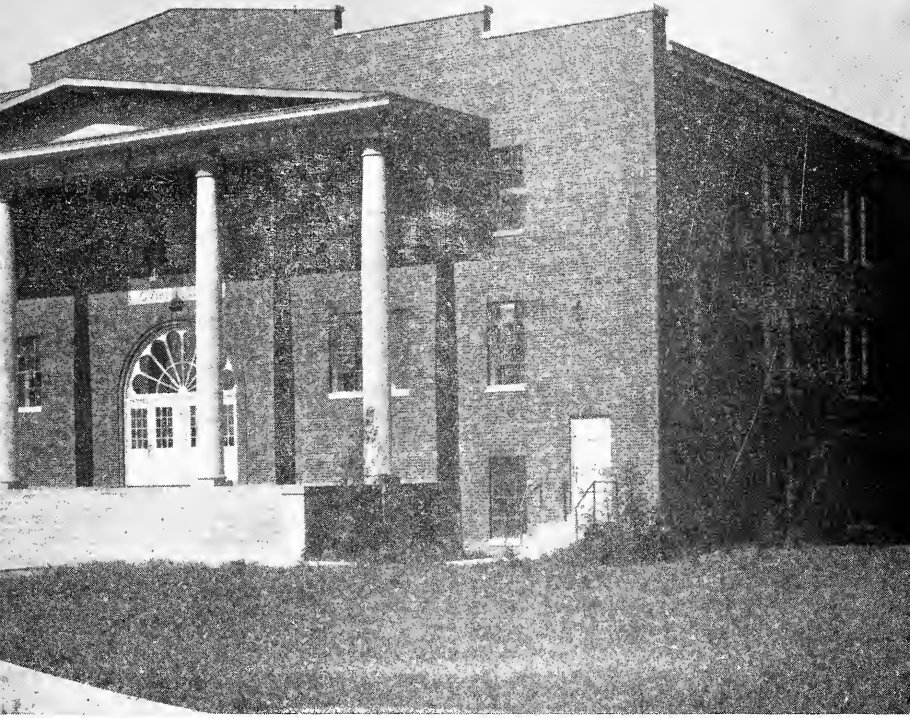
The Holiness League. This organization meets weekly for the study of the Bible from the standpoint of the deeper Christian experiences. It offers great spiritual help to all who participate. This organization is one of several which help to maintain the high spiritual standards of Taylor University.

Ambassadors for Christ. The Ambassadors, composed of those who are interested in home and foreign missions, meet weekly for the purpose of fostering a strong missionary spirit on the campus. Missionary speakers and programs are featured twice each month, and two meetings per month are devoted primarily to intercessory prayer. Former members of this organization are now rendering effective service in many of the missionary fields of the world.

Gospel Teams. Small groups are organized under the supervision of the Religious Activities Committee for the purpose of community service. All appointments are made by the Religious Activities Committee, and all income received for gospel team services becomes a part of the grant-in-aid fund of the college after travelling expenses have been deducted.

ATHLETIC ORGANIZATIONS

"T" Club. It is the purpose of the "T" Club to promote clean athletics; to assist in improving the facilities for athletics; and to co-operate with the department of physical education of the University in the endeavor to give every student the opportunity and desire to participate in athletics.



MAYTAG GYMNASIUM

MUSIC ORGANIZATIONS

For description of Orchestra, Choral Society, A Cappella Choir, Concert Band, and Vocal Ensemble groups, see page 81.

STUDENT PUBLICATIONS

The Echo is the name of the student weekly paper which reports the news of the institution, carries editorials and exchanges, and aims to assist in molding a proper college spirit.

The Gem is the traditional name of the college annual, edited and published each year by the students.

WOMEN'S ORGANIZATIONS

The Young Women's Association. The Young Women's Association is open to all women who are enrolled in the University. Informal monthly meetings are designed to encourage a happy and uplifting fellowship among the members.

The Women's Clubs. The young women have three clubs. These clubs provide cultural advancement, promote interest in the fine arts, and contribute to a well-rounded life.

INTER-COLLEGIATE DEBATING

Taylor University is an active member of the Indiana Debating League. Students interested in intercollegiate debating are advised to register for the course in Argumentation and Debate in the Department of Speech. Credit is allowed for intercollegiate debating to students registered for the course as part of their regular academic load. Debaters representing Taylor University are chosen on a competitive basis. Candidates for the intercollegiate debate teams must be registered for at least twelve hours and must have made an average of not less than one honor point for each semester hour for which they were registered in the preceding semester. Freshmen may participate in intercollegiate debate with the consent of the head of the Department of Speech and the Dean of the College.

ATHLETICS

The policies for control of athletics are administered by a committee of the faculty. Taylor University is committed to a policy of Intramural sports, with a program varied enough to offer some form of activity for every student. Taylor University is a member of the Indiana Intercollegiate Conference and participates in intercollegiate competition in football, basketball, baseball, track, tennis, and cross-country. The intramural program is under the supervision of the Director of Physical Education, working in co-operation with the student managers of the "T" Club and intramural managers. In season the following sports are encouraged: tennis, basketball, baseball, track; and the following recreational games: volleyball, softball, touch football, speed ball, archery, soccer, ping-pong, aerial dart, shuffleboard, and horseshoes. Students may bring athletic suits and equipment which they may possess.

Ayres Alumni Memorial Library
Taylor University
Upland, Indiana

CONTESTS AND PRIZES

Bishop William Taylor Prize. This contest which is open to any student is sponsored by Dr. George W. Ridout, a friend of the college. The orations are to be based on the life of Bishop William Taylor. Two prizes of $15.00 and $10.00 are awarded, and the contest is held on or near Bishop Taylor's birthday, May 2nd.

Homer Meek Latin Prize. A prize of $25.00 to be awarded to the student making the most commendable record in the field of Latin is provided by Mr. Homer Meek, a friend of the college. This is to be known as the Meek Latin Award.

Elizabeth Conquest Twenty-five Dollar Prize in Pulpit Oratory and Manner. This prize is given by Mrs. Chester Thomas, mother of C. Lyle Thomas, '33. Only Seniors receiving a degree the same year in which the prize is given are eligible.

Service Men's Memorial Prizes. A prize is offered to the two students writing the best essays on the general theme "Contemporary Problems in American History." Another prize is offered for the best literary production written by an undergraduate student. In each case the first prize is $15.00 and the second prize $10.00.

These awards are sponsored by several members of the faculty as memorials to Taylor students who have given their lives in the service of their country in World War II.

The Gates-Howard Award. This award consists of a bronze name plate, attached to a plaque, the gift of Jo. B. Gates and Arthur W. Howard, both of the Class of 1934. It is given upon faculty recommendation to the upperclassman having brought the greatest honor to the school through athletics, combined with Christian character and scholarship.

STANDING REQUIRED FOR CONTESTS

Students who engage in contests, either athletic or literary, must be registered for at least twelve semester-hours; they must have earned an average of "C" or above for the preceding semester and also for the current semester up to the time of participating in the contests. The student must have met completely the requirements for classification of classes and be a bona fide member of the organization participating in the contest. Eligibility for contests must be determined at least twenty-four hours previous to the date of the contest. Ineligibility arising from a record of conditional or incomplete work may be removed according to the usual rule. Students who participate in intercollegiate athletics must be registered for at least twelve semester-hours and must have a C average. Eligibility is based upon the grades earned at the end of each half-semester.

LIMITATION FOR GENERAL PARTICIPATION

Students on probation may be advised by the counselling committee to definitely limit co-curricular activity. All those who take part in major activities of the general societies, or in preparation for the same, must have an average mark of C. Excessive holding of student offices is controlled by a point system described in the Student Handbook.

Curricula and Courses

Requirements for Admission

The University is anxious that all its students meet with success. Admission is determined by evidence relating to the whole personality of the applicant. This evidence relates to personal habits, character and ideals, environmental and cultural background, health, extra-class interests, units of high school work, and purpose in life. Proper achievement in the foregoing, graduation from high school, and proper attitude toward the aims and objectives of the institution are the chief requirements for admission.

Fifteen units are required, at least ten of which must be chosen from the following group:

English—Required of all	3
Algebra—Required of all	1
[1]Foreign Language	2-6
History	1-4
English (4th unit)	1
Advanced Algebra	½-1
[2]Plane Geometry	1
Solid Geometry	½
Trigonometry	½
Civics	½-1
Economics and Economic History	½-1
Sociology	½
Physiography	½-1
[3]Biology	½-1
Zoology	½-1
[3]Botany	½-1
[3]Physics	1
Physiology	½
[3]Chemistry	1
General Science	½-1
Speech	½
Psychology	½

Note. Students who contemplate taking a classical course, a pre-medical course, or a European language major are urged to provide themselves with at least two years of language, preferably Latin, for entrance.

[1]If the student presents language for entrance he must present a minimum of two units in one language. If none is presented, see Division IV, page 37.

[2]Required of those intending to take a Mathematics major.

[3]If a student presents laboratory science for entrance he must present a minimum of one unit. If none is presented a minimum of sixteen semester hours is required for graduation.

Requirements for Graduation

The curriculum offerings of Taylor University are grouped into six major divisions, as follows:

I. Division of Philosophy and Religion (departments of Philosophy and Religion).

II. Division of Education and Psychology (departments of Education, Physical Education, and Psychology).

III. Division of Fine Arts (departments of Art and Music).

IV. Division of Language and Literature (departments of English, French, German, Greek, Latin, Spanish and Speech).

V. Division of Natural Sciences (departments of Astronomy, Biology, Chemistry, Home Economics, Mathematics and Physics).

VI. Division of Social Sciences (departments of Economics and Business Education, Geography, History, Political Science, and Sociology).

DIVISIONAL REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Division I.—Philosophy and Religion.

Eight semester hours in Biblical Literature courses and either Religion 351 or Philosophy 352 are required for graduation.

Division II.—Education and Psychology.

Four semester hours in Psychology 201-202 are required for graduation.

Freshmen and Sophomores are required to register for Physical Education unless excused for physical disability. in which case other work must be substituted. The classes meet two hours each week; a total of four semester hours credit is given for the two years.

Division IV. Language and Literature.

Twelve semester hours in English are required: six of these must be in Courses 101-102 and six in literature courses.

The amount of work required in foreign languages for graduation is related to the high school credits offered for entrance. If no credit in language is offered for entrance, twenty semester hours are required. If two or three units are offered, twelve or fourteen semester hours are required. If four units are offered, six semester hours are required. If five or more units are offered, there are no further requirements in foreign languages. A first language begun in college must be continued through at least the second year.[1]

[1]Latin 101-102 may precede the study of any foreign language and be counted toward the twenty hour language requirement.

Division V.—Natural Sciences.

A minimum of eight semester hours of a laboratory science must be taken in one of the following fields: Physics, Chemistry. Physical Science, Botany or Zoology. A student who does not offer for entrance a unit in one of these sciences mentioned must take an additional eight semester hours in the laboratory sciences.

Division VI.—Social Sciences.

The students must complete six semester hours in History. and four semester hours in Economics, or four semester hours in Sociology 101-102, or Political Science 201-202.

DIVISIONAL REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE

Division I.—Philosophy and Religion.

Eight semester hours in Biblical Literature courses and either Religion 351 or Philosophy 352 are required for graduation.

Division II.—Education.

Physical education, four semesters in non-prepared work; Psychology 201-202, four semester hours; Education, 18 semester hours for Indiana; consult Director of Education for other state requirements.

Division IV.—Language and Literature.

From this division twelve semester hours in English must be chosen. Six of these must be in Courses 101-102 and six in literature courses.

Division V.—Natural Sciences.

A minimum of eight semester hours of laboratory science.

Division VI.—Social Sciences.

History 221-222, six semester hours.

In addition to the above divisional requirements, each student must complete teaching fields as outlined by his or her own state department of education. Students should consult the Department of Education of Taylor University regarding requirements in the various states.

MAJOR AND MINOR REQUIREMENTS

Each candidate for the A.B. degree must choose, not later than the beginning of the junior year, a major in which he must complete at least twenty-four semester hours and a minor sixteen semester hours. The student shall in every case select his major and minor in consultation with the head of his major department and shall give notice to the Dean in writing. No student will be permitted to change his major without consultation with the Dean.

CONDITIONS OF GRADUATION

In order to graduate from any course in the college, a student must meet the following conditions:

He must have been a resident student for at least one entire school year. He must also have been in residence study during the entire senior year unless special permission has been given in advance by the Academic Affairs Committee to take work elsewhere in order to make up a slight deficiency in required credit. (The regulation with respect to senior residence study does not apply to students taking the professional nurses' course, as outlined on page 49.)

He must also have earned one hundred twenty-four semester hours of credit, with the standing of at least one hundred twenty-four quality points, in accordance with the divisional as well as the major and minor requirements.

The student must have earned an average of at least 1.25 quality points for each semester hour in the college major or the subject core of the broadest teaching field. No letter mark of D made above the 100 level is applicable to the major requirement or to the subject core of a teaching field. Credits are not counted toward graduation for courses in which the mark falls below D.

A minimum of forty semester hours in upper-division courses, preferably taken during the junior and senior years, must be presented to meet the graduation requirements.

A candidate for a degree must pass a comprehensive examination in his major field of study. This examination is given near the close of the senior year. Students taking the professional nurse's course and completing their residence study at the close of the Junior year are required to take the comprehensive examination at the end of that year. A candidate for the Bachelor of Science in Education degree must pass a comprehensive examination in his major teaching field or in the field Education.

Graduation is declared at any time in the year when the required work is completed. Formal announcement of graduation is made at the end of each school year and all students completing the conditions of graduation during the year are listed with the following graduation class.

SUGGESTED SCHEDULE OF PRESCRIBED COURSES FOR THE BACHELOR OF ARTS DEGREE

Following is the suggested arrangement of courses by years. Students are expected to observe this arrangement unless there is good reason for change. If physical education is deferred to the Junior or Senior year a special charge is made.

[1]Freshman Year

English 101-102	6 semester hours
Language	8 or 6 semester hours
Economics, Government or Sociology	4 semester hours
Religion	6 semester hours
Physical Education 101, 102	2 semester hours
Orientation	
Electives to make	32 semester hours

Sophomore Year

Literature	6 semester hours
Language	6 semester hours
Psychology 201-202	4 semester hours
History	6 semester hours
Science	8 semester hours
Physical Education 201-202	2 semester hours

Junior Year

Religion 351 or 352	2 semester hours
Religion	2 semester hours
Language (if required)	6 semester hours
Major approximately	12 semester hours
Minor approximately	8 semester hours

Senior Year

Major approximately	12 semester hours
Minor approximately	8 semester hours
Electives	10 semester hours

The student in making out his elective course for any year must give first attention to the division and major requirements for graduation as listed on page 37.

[1]Students desiring to major in Mathematics or interested in scientific courses, should take Mathematics in the freshman year.

SUGGESTED SCHEDULE FOR MAJOR IN MUSIC ON BACHELOR OF ARTS DEGREE

A minimum of 14 hours of applied work must be offered in the music major and be taken in one of the three fields, namely: piano, organ, voice.

(One lesson each week and 1 hour daily practice for the semester give 1 semester hour credit for applied work.)

Those who plan to teach music in the Public Schools should consult with the Department of Education at the beginning of the freshman year.

Freshman Year

English 101-102	6 semester hours
Language (Modern)	6 or 8 semester hours
Religion	6 semester hours
Music (Applied)	2 semester hours
Music (Theory) 121-122	6 semester hours
Music 131-132	4 semester hours
Physical Education 101, 102	2 semester hours

Sophomore Year

English 211, 212	6 semester hours
Language (continued)	6 semester hours
Psychology 201-202	4 semester hours
Music (Applied)	2 semester hours
Music 201, 202 (Theory)	5 semester hours
Physical Education 201, 202	2 semester hours
History	6 semester hours

Junior Year

Religion	2 semester hours
Religion 351 or 352	2 semester hours
Language (if required)	6 semester hours
Major approximately	10 semester hours
Minor approximately	6 semester hours
Elective	2 semester hours
Science	8 semester hours

Senior Year

Major approximately	15 semester hours
Minor approximately	10 semester hours
Electives	8 semester hours

Music, 301, 302, 351, 421, 422, 411, 452 are required of all music majors.

SUGGESTED SCHEDULE OF COURSES FOR A MAJOR IN RELIGION ON THE BACHELOR OF ARTS DEGREE

The following suggested schedule of courses is intended for those people who plan to terminate their preparation for Christian service upon completion of this degree. Such a schedule of courses affords the best possible preparation in the limited amount of time. The divisional requirements for the A.B. degree constitute a splendid foundation for this major and minor.

Freshman Year

English 101-102 ..... 6 semester hours
Language (Greek 101-102 suggested) ..... 6 or 8 semester hours
Sociology or Economics ..... 4 semester hours
Religion 121, 122 ..... 6 semester hours
Speech 101, 102 ..... 4 semester hours
Physical Education 101, 102 ..... 2 semester hours
Orientation

Sophomore Year

Literature ..... 6 semester hours
Language (Greek 221-222 suggested) ..... 6 semester hours
History (Greek and Roman preferred) ..... 6 semester hours
Religion 231, 232 or 221, 222 ..... 6 semester hours
Psychology 201-202 ..... 4 semester hours
Physical Education 201, 202 ..... 2 semester hours

Junior Year

Religion 351 or 352 ..... 2 semester hours
Language (if required) ..... 6 semester hours
Major approximately ..... 8 semester hours
Minor approximately ..... 6 semester hours
Science ..... 8 semester hours

Senior Year

Major approximately ..... 12 semester hours
Minor approximately ..... 6 semester hours
Electives ..... 12 semester hours

SUGGESTED SCHEDULE OF COURSES OF STUDY LEADING TO BACHELOR OF SCIENCE IN EDUCATION DEGREE

(For Indiana Secondary Schools)

In this outline of courses English is used to represent the comprehensive area (40 semester hours) and History to represent the restricted area (24 semester hours). This schedule is to be followed by those who have begun training for teaching since September 1946. (Those who began training prior to that date should refer to the schedule published in the 1947 catalog, page 41.)

Freshman Year

English 101-102	6 semester hours
Religion	6 semester hours
History 221-222	6 semester hours
Psychology 201-202	4 semester hours
Speech 101-102	4 semester hours
Physical Education 101, 102	2 semester hours
Orientation	
Electives	4 semester hours

Sophomore Year

English (Literature)	6 semester hour
Biology	8 semester hours
History	6 semester hours
English 322	2 semester hours
Education 241 and 322	5 semester hours
Physical Education 201, 202	2 semester hours
Electives	3 semester hours

Junior Year

Religion	2 semester hours
Religion 351 or 352	2 semester hours
English	10 semester hours
History	6 semester hours
Education 321 (English)	2 semester hours
Electives (5 hours in Education)	10 semester hours

Senior Year

English (including English 452)	14 semester hours
History	6 semester hours
Education (including 5 hours of student teaching)	7 semester hours
Electives	5 semester hours

Those who prepare for teaching in the State of Indiana may choose a Comprehensive Area (40 semester hours) only from the following: English, foreign language; social studies; biological science; physical science and mathematics; general science; physical education and health; home economics; music. Consult the director of Education for the requirements in any Comprehensive Area.

Restricted Areas (24 hrs.) may be chosen from the following: English; foreign language; speech; social studies; biology; physics; chemistry; general science; mathematics; health and safety; physical education; home economics; instrumental music; vocal music.

Those students who desire to secure certification in the State of Indiana may choose either the old or new requirements if training for teaching was begun prior to September, 1946. All of those who began their training after that date are to meet the new requirements. Those preparing for certification to teach in high schools shall meet the following requirements: Graduation with a Bachelor's degree from an approved institution with a minimum of 120 semester hours of credit distributed according to the following general pattern: General education, 30 semester hours; professional education, 18 semester hours; one Comprehensive Area, 40 semester hours; either a Restricted (24) or Conditional Area, (18) semester hours; electives, 8 or 14 semester hours.

Preparation in one Comprehensive Area **and** one Restricted or one Conditional Area prepares the candidate for a Secondary Provisional Certificate which is valid for five years and will permit the teaching of the subjects for which it is issued in grades seven through twelve in any secondary school and in the departmentalized subjects in any elementary school. This is the certificate for which Taylor graduates are eligible.

PROFESSIONAL EDUCATION COURSES FOR INDIANA

(For those who began after September, 1946)

Education 232 (Guidance)	2 semester hours
Education 241 (Educational Psychology)	2 semester hours
Education 322 (General Methods)	2 semester hours
Education 212 (Principles of Secondary Education	2 semester hours
Education 321 (Special Methods)	2 semester hours
Education 421, 422 (Student Teaching)	5 semester hours

Electives up to three hours may be selected from the following: Tests and Measurements, Mental Hygiene, Adolescent Psychology, Extra-Curricular Activities, History of Education, Philosophy of Education, Student Teaching.

Students preparing to teach in the elementary grades should consult the Director of Elementary Education.

SUGGESTED SCHEDULE OF COURSES OF STUDY LEADING TO BACHELOR OF SCIENCE IN EDUCATION DEGREE

(For Indiana Elementary Teachers)

Freshman Year

English 101-102	6 semester hours
Speech 101-102	4 semester hours
Physical Education 131	2 semester hours
History 121	3 semester hours
Music 111-112	2 semester hours
Religion 121-122	6 semester hours
Physical Education 101-102	2 semester hours
Mathematics 152	3 semester hours
English 252	3 semester hours

Sophomore Year

History 221-222	6 semester hours
Education 221-222	6 semester hours
Sociology 101-102	4 semester hours
Art 201-202	5 semester hours
Biology 222	4 semester hours
Geography 212	3 semester hours
Physical Education 201-202	2 semester hours
Elective	2 semester hours

Junior Year

Political Science 201	2 semester hours
Physical Education 242	2 semester hours
Education 351-352	6 semester hours
Education 361	2 semester hours
Home Economics 342	2 semester hours
Physical Science 201	4 semester hours
English 222	3 semester hours
Psychology 331	2 semester hours
Religion 352	2 semester hours
Art 301	2 semester hours
Geography 322	3 semester hours
Applied Music	1 semester hour

Senior Year

Education 401	2 semester hours
Education 412	3 semester hours
Music 431	2 semester hours
Education 452 (Pro-Sem.)	2 semester hours
Education 411	2 semester hours
Library Science or Handwriting	1 semester hour
Education 341	3 semester hours
Physical Education 342	3 semester hours
Education 421-422 (Student Teaching)	6-7 semester hours
Education 441	2 semester hours
Electives	4 semester hours

SUGGESTED SCHEDULE FOR MAJOR IN PHYSICAL EDUCATION LEADING TO THE BACHELOR OF SCIENCE IN EDUCATION DEGREE

The Bachelor of Science in Education degree requires eighteen semester hours in professional Education courses if the student is preparing for certification in the state of Indiana; those who began their preparation prior to September, 1946, are required to complete twenty-two semester hours in professional Education courses. (See Division of Education.) One who is preparing to teach in a state other than Indiana should consult the Director of Education for professional Education requirements. In addition, the student preparing for the state of Indiana, after September, 1946, may choose a Comprehensive Area in Physical Education, (40 semester hours) and another teaching field of 24 semester hours; or, he may choose 40 semester hours in a teaching field (Comprehensive Area) and a Restricted Area (24 semester hours) in Physical Education. A Conditional Area of 18 semester hours may be substituted for the Restricted Area of 24 hours but it is not recommended. Those who intend to teach for many years should regard Physical Education as a physically exhaustive occupation and prepare themselves in a second teaching field; girls are likewise advised to elect an additional teaching field. Those who choose Physical Education as a Special or Comprehensive Area are to take Physical Education 452, Pro-Seminar in Physical Education. The following outline is suggested as an aid to the student interested in Physical Education as a teaching field for the state of Indiana. Students preparing to teach in other states should consult the Director of Education. (In this outline English is used to represent the Restricted Area.)

Freshman Year

English 101-102	6 semester hours
History 221-222	6 semester hours
Religion	6 semester hours
Psychology 201-202	4 semester hours
Physical Education	10 semester hours
Orientation	

Sophomore Year

Biology 201-202	8 semester hours
English	9 semester hours
Education 241 and 322	5 semester hours
Physical Education	7 semester hours
Electives	3 semester hours

Junior Year

Religion	2 semester hours
Religion 351 or 352	2 semester hours
Education (including Education 321)	7 semester hours
English	3 semester hours
Physical Education	13 semester hours
Electives	5 semester hours

Senior Year

English	6 semester hours
Education 312 and 421, 422	8 semester hours
Physical Education (including Physical Education 452)	12 semester hours
Electives	4 semester hours

The only teaching fields which an Indiana student may consider for the Restricted Area (24 hours) which is used with a Comprehensive Area (40 hours) in Physical Education are these: (Choose any one.) English; Speech; History; Social Studies; Biology; Physics; Chemistry; Earth Science; General Science; Mathematics; Health and Safety; Recreation; Home Economics; Music. Consult the Director of Education for the requirements in a Restricted Area.

SUGGESTED SCHEDULE FOR MAJOR IN MUSIC LEADING TO THE BACHELOR OF SCIENCE IN EDUCATION DEGREE

In order to qualify for a certificate to teach music in the secondary schools of Indiana the student must have a comprehensive area (40 semester hours) in music and a restricted area (24 semester hours) in English, History, Science, etc. In the following outline, English is used to represent the restricted area.

Freshman Year

English 101-102	6 semester hours
Religion 121-122	6 semester hours
Music 121-122 and 131-132	10 semester hours
Speech 101-102	4 semester hours
Physical Education 101-102	2 semester hours
Music (Applied)	4 to 6 semester hours
Orientation	

Sophomore Year

Psychology 201-202	4 semester hours
Education 232 and 322	4 semester hours
English	4 semester hours
Music 201, 261-262	7 semester hours
Music (Applied)	4 semester hours
Physical Education 201-202	2 semester hours
History	6 semester hours

Junior Year

English	6 semester hours
Education 241, 312, 321-322	10 semester hours
Religion	4 semester hours
Music 351	2 semester hours
Music (Applied)	4 semester hours
Science	8 semester hours

Senior Year

English	8 semester hours
Education 421-422	5 semester hours
Philosophy, Ethics, Practical Arts or Foreign Language	3 semester hours
Curriculum Materials in Music 431-432	5 semester hours
Music 421, 422	3 or 6 semester hours
Music 452	1 semester hour
Music (Applied)	4 semester hours

Pre-Professional Courses

All pre-professional and technical students should consult with the Dean about their requirements, at the beginning of the Freshman year.

PRE-MEDICAL COURSE

Most authorities now urge that students looking forward to the medical profession complete the full four years in college and take their bachelor's degree with a science major before entering the School of Medicine.

It is assumed that a student entering a pre-medical course of study has had Latin in his High School preparation. Whenever possible the student should make the selection of his Medical school at the beginning of his Junior year in order that he may meet the specific requirements for entrance. Students expecting to enter a Medical school should make an average mark of B since Medical schools require high scholastic work as one of their conditions for entrance.

The following outline of required courses will aid the student in the arrangement of his course of study.

Freshman Year

English 101-102	6 semester hours
Mathematics 231	3 semester hours
Chemistry 201-202	8 semester hours
Religion	6 semester hours
German or French	8 semester hours
Physical Education	2 semester hours

Sophomore Year

Literature	6 semester hours
History	6 semester hours
German or French	6 semester hours
Biology 201-202	8 semester hours
Psychology 201-202	4 semester hours
Physical Education	2 semester hours

Junior Year

Religion	2 semester hours
Religion 351 or 352	2 semester hours
Physics 211-212	10 semester hours
Biology 331, 362	6 semester hours
Chemistry 301, 302	10 semester hours

Senior Year

Biology 432	3 semester hours
Chemistry 401, 402	8 semester hours
German or French (if required) or elective	6-8 semester hours
Electives	14 semester hours

Recommended electives: Bacteriology; History; Sociology; Economics; Philosophy; Psychology; Speech.

PRE-ENGINEERING COURSE

Students who desire to prepare for engineering, pharmacy or forestry may well spend two years at Taylor University, and if their subjects are properly selected, they may enter a technical college with junior standing. The student must make good marks, for a mark of D will not be recognized.

The following are the courses which should be taken during the two years for engineering. The student should consult the Dean of the college before registering since variation may occur owing to the specific requirements of the school the student desires to enter.

First Year

English 101-102	6 semester hours
Chemistry 201, 202	10 semester hours
Mathematics 111-112, 231 and 232	10 semester hours
History	6 semester hours
Physical Education 101, 102	2 semester hours

Second Year

Literature	3 semester hours
Mathematics 341, 342	8 semester hours
General Physics 211-212	10 semester hours
Economics 201	3 semester hours
Religion	6 semester hours
Physical Education 201, 202	2 semester hours

PRE-NURSING COURSE

Arrangements have been made with the Methodist Hospital of Indianapolis by which young women who have completed ninety-five hours of academic work including Physical Education, and have made as many quality points may transfer to the Methodist Hospital school of nursing and receive the Bachelor of Arts degree from Taylor University after completing twenty-seven months of the professional nurse's course. The student's course must include certain prescribed academic courses; a minimum of twenty hours of a major and a minimum of thirty hours of credit must be earned in residence at Taylor University.

Taylor University would consider a similar amount and quality of hospital training applicable to a baccalaureate degree if taken in other recognized hospitals. Definite counsel should be taken with the Dean before completing the suggested schedule.

This combined course should appeal to prospective nurses, since any nurse who expects to advance in her profession to such positions as superintendent of nurses, instructor in a nurses training school, or supervisor of public health work, will find a college degree an essential requirement. Furthermore, should the student not desire to take up nurse's work after completing her college course, she has a foundation preparing her for entrance into another profession.

THE PRESCRIBED ACADEMIC COURSES ARE AS FOLLOWS:

Freshman Year

English 101-102	6 hours
Biology 201-202	8 hours
Language	6 or 8 hours
Religion	6 hours
Sociology	4 hours
Phy. Ed. 101, 102	2 hours

Sophomore Year

Psychology 201-202	4 hours
Chemistry 201-202	8 hours
Biology 311, 312	6 hours
Language	6 hours
Electives	4 hours
Phy. Ed. 201, 202	2 hours

Junior Year

Religion	2 hours
Religion 351 or 352	2 hours
Literature	6 hours
Biology 371 or 331	3 hours
Biology 432	3 hours
History	6 hours
[1]Language	6 hours
Electives	6 or 12 hours

Electives may be selected from the following:

Speech 101-102	4 hours
Home Econ. 111-112	6 hours
Psychology	6 hours
Chemistry 401, 402	8 hours

[1]If two units of language are not offered for entrance, three years study of language is required.

Divisional Aims and Objectives

The various departments in the University are grouped into six Divisions, with aims and objectives as stated below:

I. Division of Philosophy and Religion.

It is felt that there is an urgent need and an insistent demand for a high standard of training in Biblical Literature, Christian Education, Philosophy, and related subjects taught in such a manner that the student's personal faith will be strengthened and his fellowship with God made richer. The departments in this division present their work so that the students of all evangelical groups can be prepared in a thorough and scholarly manner for Christian service in the home land and abroad.

II. Division of Education and Psychology.

The division of Education and Psychology attempts to make a contribution to the aims of the college by: (a) giving the student an understanding of human behavior, (b) emphasizing good mental and physical health through theory and practice, (c) acquainting the student with some problems of human adjustment together with techniques and practice in solving them, and (d) encouraging the student to carry into his chosen occupation high ethical standards as well as a background of culture and skills.

III. Division of Fine Arts.

The Division of Fine Arts is maintained for the purpose of cultivating skills and appreciations of art and music. The outline of study in the Division is planned to develop substantial workmanship and to afford opportunities for personal participation in both fields of endeavor.

IV. Division of Language and Literature.

The general purpose of the Division of Language and Literature is to integrate its subject fields, and to aid in the development of Christian character. The aim of instruction is sixfold: (a) to develop in the student a command of correct usage in both spoken and written language; (b) to develop speed, comprehension, and critical ability in reading; (c) to give such knowledge and appreciation of the literary inheritance as shall be standards by which literature may be evaluated and enjoyed throughout life; (d) to guide the student into an understanding of the literature, art, and institutions of foreign peoples; (e) to provide prospective teachers in subject fields within the division with the essential elements of their profession; (f) to provide a background for English study, linguistic, and general research in the various fields of knowledge.

V. Division of Natural Sciences.

The Division of Science has a threefold purpose in correlating the work of the various departments of Science so that the student may: (a) become more fully acquainted with the physical and biological aspects of God's creation; (b) be trained to understand and to use the scientific method; (c) develop that intellectual and moral integrity and steadfast purpose in life that is so characteristic of the true scientist and true Christian. As these purposes are being pursued the division hopes that the work of majors from other divisions may be supplemented and their view of life broadened, and that those majoring in some phase of science may be inspired to continue that study throughout life. The division also attempts to meet the needs of students preparing for engineering, nursing, and medicine.

VI. Division of Social Sciences.

The basic purpose of the Division of Social Sciences is to study and interpret the institutions of society and to understand the problems of a constantly changing and increasingly interdependent social order. The different fields of social study deal, according to their special purposes, with present institutions and their problems or with the historical development of present day civilization. The objective and scientific attitude is maintained in so far as possible with the hope that the student may secure an unbiased, critical, and judicial interpretation of society. It is the fundamental purpose of the division to aid in laying the foundations for Christian citizenship and to develop in the students attitudes of mind and standards of judgment and ideals that will enable them to play an effective role in building a better social order.

Courses of Study by Departments

On the following pages is given, in concise form, a description of each course offered in the various departments. Some of these courses are required and must receive first attention of each student during his Freshman and Sophomore years. During the Junior and Senior years the major work must be given first attention by the student. Each student must consult with his major professor as to the sequence and articulation of his courses.

The numbering of courses is based on the following plan:

Courses numbered 100-199 are primarily for Freshmen.

Courses numbered 200-299 are intended primarily for Sophomores.

Courses numbered 300-399 are designed primarily for Juniors.

Courses numbered 400-499 are intended primarily for Seniors.

Odd-numbered courses are first semester courses, while even numbers represent second semester courses.

Courses whose numbers are separated by a hyphen thus: 101-102 are year courses and both semesters must be taken in order to receive credit in the course.

Courses whose numbers are separated by the comma thus: 101, 102 are year courses, and credit for one semester may be received only by consent of the professor in charge, chairman of the division, and the Dean of the College.

Seniors, who may be permitted to register for 100 level courses, will be required to present one additional hour for each three hours of Freshman courses, provided these credits are to be applied toward the graduation requirement.

The courses listed on the following pages are the total offerings of the various departments. Not all of the courses will be offered in any given semester. For the list of courses offered during any specific semester, the student is referred to the class schedule for that semester. The college reserves the right to withdraw any scheduled course for which enrollment is insufficent to warrant the organization of a class, except where such a course may be a major or minor requirement of the student.

ART

(Division of Fine Arts)

Mrs. May

201—FUNDAMENTALS OF ART 3 *hours*

This course has a threefold purpose. First, it is designed to give the student a knowledge of the fundamental principles in art as related to color, harmony, balance, perspective, and design, which will aid in skills of free hand drawing, sketching, and painting. Second, it provides subject material, and methods for the teaching of art in elementary schools, using the media of water color, charcoal, pencil, and pastel crayon. Third, it relates art principles to everyday living, deepening the student's appreciation of beauty in the home, personal attire, and the world about him.

202—ARTS AND CRAFTS 2 *hours*

A course in elementary arts and crafts designed to prepare the student for work in public schools, summer camps, boys' and girls' clubs, and vacation Church schools. It develops skills in splatter painting, clay modelling, stenciling, finger painting,

textile painting, basketry, wood burning, glass etching and block printing. Four hours laboratory each week.
Second semester—Two hours credit.

301—ART APPRECIATION 3 *hours*

The purpose of this course is to develop in the student a basis for an understanding of art and to study the psychological principles involved in the appreciation of it.
First semester.—Three hours credit.

ASTRONOMY

(Division of Natural Sciences)
Draper

301—THE SOLAR SYSTEM 2 *hours*

An introduction to the study of the solar system. A cultural course for which no advanced mathematics is required. One hour recitation and two hours laboratory a week.
First semester.—Two hours credit.

302—STELLAR ASTRONOMY 2 *hours*

A continuation of Course 301, including a study of stars, star clusters, nebulae, and other parts of the universe not previously studied. One hour recitation and two hours laboratory a week.
Second semester.—Two hours credit.

BIOLOGY

(Division of Natural Sciences)
Bushey

Two majors are offered; one in zoology, consisting of twenty-four hours, and one in biology, consisting of thirty hours.

Students who intend to do graduate work must take at least two semesters in chemistry.

201-202—ZOOLOGY 4 *hours*

A comprehensive study of the animal kingdom, beginning with the more abundant forms and continuing through more simple phyla. Zoological principles are explained. Individual dissections and drawings are made. Required of those taking a major in Biology. Two hours discussion and four hours laboratory a week.
First and second semesters.—Four hours credit each.

222—BIOLOGICAL SCIENCE SURVEY 4 *hours*

A survey of the field of biology. Three hours recitation and two hours laboratory a week. Does not count toward a major.
Second semester.—Four hours credit.

241-242—BOTANY 4 *hours*

The structures and functions of plants, beginning with those most commonly dealt with and proceeding to forms less common. Classification, Morphology, and Physiology are emphasized. Students learn to recognize the plants of the neighborhood. Two hours discussion and four hours laboratory a week.
First and second semesters.—Four hours credit each.

302—PLANT AND ANIMAL ECOLOGY 2 hours

A study of the habitat of animals and the economic relationships involved in the interrelationships of plants and animals. Prerequisite, course 201.
Second semester.—Two hours credit.

311, 312—HUMAN ANATOMY AND PHYSIOLOGY 3 *hours*

A course covering the structure, functions and care of the human mechanism, with emphasis upon the functions. There are valuable demonstrations and drills. Two hours lecture and two hours laboratory a week. Prerequisite, course 201-202.
First and second semesters.—Three hours credit each.

321—SYSTEMATIC BOTANY 3 *hours*

A course introducing the classification of the general local flora. One hour lecture and four hours field or laboratory work each week. Prerequisite, Biology 241-242.
First semester.—Three hours credit.

322—ORNITHOLOGY 2 *hours*

A study of the anatomy, classification, life history and migrations of birds. Individual observation is required. Biological principles are illustrated well by this class of animals.
Second semester.—Two hours credit.

331—COMPARATIVE ANATOMY 3 *hours*

A careful study of typical chordates, comparing their structures. The homologies of organs are traced. The dogfish shark, necturus, and cat are studied carefully. Designed principally for pre-medical students. One hour lecture and four hours laboratory a week. Prerequisite, course 201-202.
First semester.—Three hours credit.

351—ENTOMOLOGY 3 *hours*

Insects are collected in the field and classified. Good practice is afforded in Taxonomy. Life history and economic importance are stressed. Principles of Ecology are illustrated. Two hours discussion and two hours laboratory or field work a week. Prerequisite, course 201-202.
First semester.—Three hours credit.

362—GENETICS 2 *hours*

The principles which govern heredity and variation in plants, animals, and man. Sufficient cytology is included to explain the physical basis of heredity. Two hours of lecture and two hours of laboratory a week. Prerequisite, course 201-202 or 241-242.
Second semester.—Two hours credit.

371—BACTERIOLOGY 3 *hours*

A study of bacteria, viruses, molds, and protozoa that cause disease. The course deals with the fundamental principles underlying the activities of bacteria and with the preparation of slides and cultures.
First semester.—Three hours credit.

372—MORPHOLOGY OF PLANTS 3 *hours*

A study of the structure of plants. Two hours lecture and two hours laboratory each week. Prerequisite, Biology 241-242.
Second semester.—Three hours credit.

432—EMBRYOLOGY 3 *hours*

The development of the chordate embryo is studied, the principal basis being frog, chick, and pig. Both prepared slides and living embryos are employed. Designed principally for pre-medical students, but also is of value for general culture. One hour lecture and four hours laboratory a week.
Pre-requisite, course 201-202.
Second semester.—Three hours credit.

441, 442—BIOLOGICAL PROBLEMS 1 or 2 *hours*

Open only to juniors and seniors who show sufficient ability to be permitted to make a beginning at research work. The student is assigned some course of study related to the courses he already has taken and also to his major interest.

First and second semesters.—One or two hours credit each.

452—PRO-SEMINAR IN BIOLOGY 1 *or* 2 *hours*

Assigned readings and discussions designed to supplement, correlate, and emphasize the former courses of the student.

Second semester.—One or two hours credit.

BUSINESS AND ECONOMICS

(Division of Social Sciences)

Walters

The Department of Business and Economics aims to prepare students for creative participation in the business life of society, and for positions as teachers in secondary schools.

A major of 30 hours is offered, leading to the A.B. degree. Fifteen of the 30 hours must be in the upper division. A minor of 20 hours is offered, ten hours of which must be in the upper division.

Beginning with the Fall semester of 1950, the Bachelor of Science in Education degree will be offered with a comprehensive teaching area in Business Education. Students who are planning to teach in this field should consult the Chairman of the Division of Education and Psychology.

111-112—FUNDAMENTALS OF TYPING 4 *hours*

A course in which emphasis is placed on correct typing technique, accuracy and speed, with special attention given to letter writing, tabulation and arrangement and stencil cutting.

First and second semesters. Four hours credit for the year, two hours of which may be applied toward a Bachelor of Arts degree.

121-122—FUNDAMENTALS OF SHORTHAND 6 *hours*

This course gives students instruction in the elementary principles of Gregg Shorthand. Emphasis is given to dictation and transcription of shorthand forms and phrases.

First and second semesters. Six hours credit for the year, two hours of which may be applied toward a Bachelor of Arts degree.

201—PRINCIPLES OF ECONOMICS 3 *hours*

A study of the basic principles in the functioning of economic society, designed to meet the needs of the student who wishes to secure a knowledge of his economic environment.

First semester.—Three hours credit.

221-222—ADVANCED SHORTHAND 3 *hours*

A dictation and transcription course with a continued development of skill in writing, reading and vocabulary building by means of an intensive speed-building program. Attention is given to letter set up, English mechanics and the development of transcribing speed.

Prerequisite, 112, 122 or satisfactory performance on efficiency tests.

First and second semesters.—Three hours credit each. No credit may be applied toward a Bachelor of Arts degree.

231—SECRETARIAL TRAINING 3 *hours*

Training in secretarial work. Emphasis is placed on the development of personality, resourcefulness, initiative and independent action on the part of a secretary.
Prerequisite, 112, 122.
First semester.—Three hours credit. No credit may be applied toward a Bachelor of Arts degree.

232—OFFICE PRACTICE 3 *hours*

An introduction is given to the use of various machines found in business offices with a sufficient amount of instruction to enable a student to operate these machines. A study of the principles of filing and of the major filing systems is included also.
Prerequisite, 111, 112.
Second semester.—Three hours credit. No credit may be applied toward a Bachelor of Arts degree.

241-242—FUNDAMENTALS OF ACCOUNTING 3 *hours*

A study of accounting terminology and of business records in single proprietorship, partnership and corporation accounting. This course covers the processes of journalizing, posting, preparation of work sheets and the construction and analysis of financial statements. It includes also the organization, operation and dissolution of partnerships and of corporations.
First and second semesters.—Three hours credit each.

302—LABOR HISTORY 3 *hours*

A survey of the history and the legislation of labor up to the present day. An analysis is made of the causes and manifestations of unrest, the economic signifiance and major attempts to remedy this unrest by means of legislation.
Prerequisite 201.
Second semester.—Three hours credit.

311-312—BUSINESS LAW 2 *hours*

The nature, development and substance of business law are covered in this course. A survey is made of the law of contracts, negotiable instruments, sales, agency, partnership and corporation. A study is made of the application of law to real property, liens, mortgages, wills and bankruptcy.
First and second semesters.—Two hours credit each.

321—BUSINESS ORGANIZATION 3 *hours*

A background is given to the student for a proper understanding of business. The course deals with ownership, physical factors, personnel, marketing, finance, management and government as they are related to a small or large business and the interrelations of these in an organization.
Second semester.—Three hours credit.

322—MATHEMATICAL THEORY OF INVESTMENT
(See Mathematics 312) 3 *hours*

332—ECONOMIC GEOGRAPHY (See Geography 322) 3 *hours*

401—COST ACCOUNTING 3 *hours*

A study of the principles and procedures in collecting and recording in books of account the costs in business such as material, job order and labor costs. Included also are inventory control and pricing, payroll taxes and wage systems and methods

of the allocation of factory overhead to production.
Prerequisite, 241-242.
First semester.—Three hours credit.

402—TAX ACCOUNTING 3 *hours*

Attention is given to the Federal Income Tax, the Gross Income Tax as well as estate, gift and property taxes. Consideration will be made of the problems involved in each of these taxes.
Prerequisite, 241-242.
Second semester.—Three hours credit.

421—SALESMANSHIP 3 *hours*

This course stresses the fundamental factors underlying success in the selling field. A study is made of the development of the selling function, the selling fields and the qualifications of the salesman.
First semester.—Three hours credit.

422—MONEY AND BANKING 3 *hours*

A survey is made of the history of money and banking and of the various monetary systems, including the Federal Reserve System, investment and commercial banks. This is followed by an analysis of the relationships between money, bank credit, foreign exchange, interest rates and prices.
Prerequisite 201.
Second semester.—Three hours credit.

432—ECONOMIC HISTORY (See History 432) 3 *hours*

CHEMISTRY

(Division of Natural Sciences)
Starr

A major in this department requires at least twenty-four semester hours of Chemistry, including courses 201, 202, 301, 302, 401, 402. Mathematics, Physics, Biology and Home Economics are satisfactory minors. Their selection should depend largely upon the phase of chemistry in which the student is especially interested.

It is recommended that those intending to major in Chemistry take Mathematics 111, 112 and start their work in Chemistry in the Freshman year.[1]

For those students desiring to enter the chemical industry or to continue the study of this science in graduate school, Mathematics 341, 342, Physics 211, 212, and a reading knowledge of German are strongly recommended.

A minor consists of at least sixteen hours.

101-102—GENERAL CHEMISTRY 4 *hours*

A course in general chemistry for nurses, home economics majors, and for others not majoring in the department. Emphasis is placed upon foods and nutrition during the second semester. Does not count toward a major. Three hours recitation and three hours laboratory each week.
First and second semesters.—Four hours credit each.

201-202—GENERAL INORGANIC CHEMISTRY 4 *or* 5 *hours*

This course is an introduction to the broad and useful field of

[1]See pre-medical and pre-engineering requirements, pages 48 and 49 for exceptions.

Chemistry through an elementary study of its principles and interesting applications. Some of the new applications of Chemistry for better living are illustrated and the modern views of the structure of the atom are emphasized. Three hours recitation and two or four hours laboratory a week, the first semester; two or three hours recitation and four hours laboratory a week the second semester.
First and second semesters.—Four or five hours credit each.

301—QUALITATIVE ANALYSIS 5 *hours*

A study of those theories of Chemistry and those properties of the metallic salts which are useful in their separation and identification. The laboratory work consists of the systematic semi-micro qualitative analysis of "known" and "unknown" compounds and mixtures in solution and in the solid state. Two hours recitation and six hours laboratory a week. Prerequisities, Chemistry 201-202.
First semester.—Five hours credit.

302—QUANTITATIVE ANALYSIS 5 *hours*

An elementary course in quantitative analysis including the theory and practice of gravimetric and volumetric analysis. The laboratory work is preceded by a detailed study of the methods to be used. Two hours recitation and six hours laboratory a week. Prerequisite, Chemistry 301.
Second semester.—Five hours credit.

401, 402—ORGANIC CHEMISTRY 4 *hours*

A study of the chemistry of carbon compounds. The methods of preparation, the distinctive characteristics and reactions of the various types of aliphatic compounds and carbohydrates are studied the first semester. In the second semester a similar study is made of the aromatic compounds with an introduction to special classes of compounds, such as the proteins, terpenes, alkaloids and dyes. The laboratory work consists of preparation of various types of organic compounds, a study of their distinctive reactions and an introduction to qualitative organic analysis. Two hours recitation and four hours laboratory a week. Prerequisite, Chemistry 201-202. First and second semesters.—Four hours credit each.

411, 412—PROBLEMS IN CHEMISTRY 1 *to* 3 *hours*

This course is designed to give the student an insight into the methods employed in research work. An individual semi-original problem is chosen and library and laboratory work are conducted in this field. This work is frequently carried out in co-operation with the National Co-operative Undergraduate Chemical Research Program.
Prerequisite, junior standing, 20 hours in Chemistry, and consent of instructor.
First and second semesters.—Credit arranged.

421-422—BIO-CHEMISTRY 2 *hours*

A study of the chemistry and utilization in the body of lipides, carbohydrates, proteins, enzymes and hormones. One hour lecture and two hours laboratory a week. Prerequisites, Chemistry 201-202, 401, 402.
First and second semesters.—Two hours credit each.

451, 452—PRO-SEMINAR IN CHEMISTRY 1 *hour*

This is a review of the whole field of undergraduate Chemistry with additional reading and library research. It is open only

to Seniors and is intended as a partial preparation for the comprehensive examination.
First and second semesters.—One hour credit each.

EDUCATION

(Division of Education and Psychology)
Jones, Taylor, Cross

The Upland, Matthews, Gas City, Hartford City, and other neighboring schools are used for the student teaching program of the department. All critic teachers have been approved by the State Department of Public Instruction.

The Educational Department of Taylor University is a professional department which seeks, with the co-operation of the other departments, to train teachers. A Christian philosophy, the importance of character education, educating for living in a democracy, and the strategic position of the teacher in inculcating and developing these concepts, receive much emphasis.

Elementary Education

221—INTRODUCTION TO EDUCATION 3 *hours*

This is a general survey of the field of education and teaching, providing an overview of all American education. Attention is given to educational concepts in education, educational personnel and professional relationships, basic educational principles and practices, and special aids in education.

252—CHILDREN'S LITERATURE 3 *hours*

This course gives an intensive study of the reading interests of children from two years old to fourteen or fifteen, considering every type of literature. It stresses criteria for selection of materials and effective method of story-telling, dramatization, and choral speaking. Much attention will be given to reading and evaluating many kinds and types of children's books.

222—CLASSROOM MANAGEMENT AND PRINCIPLES OF TEACHING (ELEMENTARY) 3 *hours*

This course is a study of the problems of school organization, management, control, and environment in relation to the learning activities of children. Its content includes the principles of teaching, organization of experience and subject matter units, discipline, the lesson assignment, the daily program, etc.

351—LANGUAGE ARTS I 3 *hours*

This is a course in the teaching of reading in grades one to six. Much attention is given to the reading situation and problem, stressing the nature and development of reading readiness; also methods of reading instruction, of phonetics and the evaluation of reading textbooks and tests for the first six grades.

352—LANGUAGE ARTS II 3 *hours*

Consideration is given to methods and materials for teaching oral and written composition, language, grammar, spelling and handwriting in the elementary school. Special attention is given to the teaching of manuscript writing in the primary grades. Attention will be given to evaluation of language and spelling textbooks and handwriting materials.

361—TEACHING OF ARITHMETIC IN ELEMENTARY SCHOOL 2 *hours*

This course begins with the child's knowledge and use of numbers when he enters the public school and continues with the study of arithmetic as it is presented at the various age and grade levels. Attention is given to the following: role of arithmetic in general education; how the curriculum should be selected and organized; arrangement of content by grades; diagnosis of difficulties children have in learning arithmetic; evaluation of learning in arithmetic; and evaluation of instructional supplies and textbooks for the first six grades.

372—HANDWRITING AND MANUSCRIPT WRITING 1 *hour*

This course is designed primarily for persons preparing to teach in the elementary school. It consists of the study of the standard form with exercises to develop some proficiency in cursive and manuscript writing.

411—TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL 2 *hours*

This course is intended to acquaint the student with the problems and methods of teaching science in the elementary grades and to assist in the organization of materials for teaching.

412—ELEMENTARY CURRICULUM 2 *hours*

A study of the curriculum of the first six grades showing the methods and critera used in determining the pattern and content. Consideration is given to understanding the elementary-school child and to organizing life and learning in the school.

421E-422E—SUPERVISED STUDENT TEACHING 3 or 4 *hours*

Opportunities for student teaching are provided in the elementary schools of Upland, Matthews, Harftord City and Gas City. First and second semesters.—Three or four hours credit each.

441—TEACHING OF SOCIAL STUDIES IN THE ELEMENTARY SCHOOL 2 *hours*

This is a course in materials and procedures for teaching the social studies in the elementary grades. Attention will be given to the social studies curriculum, resources and equipment, basic procedures and evaluation.

452—PRACTICUM IN THE ELEMENTARY SCHOOL 2 *hours*

This is a laboratory and seminar course involving the study of school practices. It will include the problems of evaluation, of guiding elementary school pupils in the language arts and in science, of social maturity, of parent and teacher relationships and of teaching methods to care for individual differences.

Secondary Education

231—EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS 3 *hours*

Teacher and student relationships with the extra-curricular activities of the high school. A study of various clubs and organizations, giving consideration to their objectives and functions in terms of training the high school student to make worthwhile use of his avocational interests.
First semester.—Three hours credit.

232—GUIDANCE IN SECONDARY SCHOOLS 2 *hours*

Deals with the making and use of cumulative records; an evaluation of various guidance programs; a study of the teacher's approach to high school personnel problems from the standpoint of both group and individual counseling. Required for Indiana (new). New Jersey, Virginia, New Hampshire, Maine. Second semester.—Two hours credit.

201-202—GENERAL PSYCHOLOGY (See Psychology 201-202) 2 *hours*

Students working for the Bachelor of Science in Education degree should take this course in the Freshman year.
First semester.—Two hours credit.

241—EDUCATIONAL PSYCHOLOGY 3 *hours*

The purpose of this course is to give a better understanding of the principles of psychology which are used in later courses in Education. Some of the topics treated are learning, transfer of training, fatigue, effects of drugs, achievement testing and intelligence testing. The above topics are related to teaching problems and the building up of a course of study. This course is required in most states for teacher certification. It is recommended for any student of Education. Prerequisites, Psychology 201-202.
First semester.—Three hours credit.

302—HISTORY OF EDUCATION 2 *hours*

The influence of European ideals upon the schools of the United States, on Colonial education; social, economic and political influence on the development of education; the rise and expansion of public education; the growth of the secondary school and the development of the teaching profession; support and control of public education; the entire period of education from the time of Plato to the present.
Second semester.—Two hours credit.

311—AIMS AND ORGANIZATION OF SECONDARY EDUCATION 3 *hours*

A brief study is made of the secondary schools of Germany, England and France and then of the United States. The main topics for class discussion center around (1) the general purpose of education, (2) the relation of secondary education to other levels of education, (3) selection of students for secondary schools, (4) the content and organization of the secondary school course of study, (5) the relation of secondary education and vocational education, (6) the qualifications of secondary teachers, (7) general methods of teaching, (8) progress in secondary school studies, and (9) comparison of results obtained.
First semester.—Three hours credit.

312—PRINCIPLES OF SECONDARY EDUCATION 3 *hours*

Principles that underlie the teaching of every secondary school subject are stressed more than particular methods or devices for each subject. The teaching technique is emphasized.
Second semester.—Three hours credit.

321—SPECIAL METHODS IN COMPREHENSIVE TEACHING AREA 2 *hours*

These courses deal with the organization and technique of the teaching of high school subjects. They aim to give thorough acquaintance with the selection, organization and presentation of methods of instruction of such subjects.

First semester.—Two hours credit.

322—GENERAL METHODS IN SECONDARY EDUCATION 2 *hours*

A study of democratic procedures in the high school classroom with a view to promote creative thinking and actions which are commensurate with living in a democracy. Special consideration will be given to problem-solving techniques; techniques for securing cooperative thinking in the classroom; effective use of visual aids; and methods which pertain to linking the school with community life.

Required for Indiana (new), Ohio, Iowa, Illinois, Minnesota.

Second semester.—Two hours credit.

332—ADOLESCENT PSYCHOLOGY 2 *hours*

See Psychology 332.

342—TESTS AND MEASUREMENTS 3 *hours*

This is an introductory course dealing with both standardized and informal new type tests. Problems involved in the building, administering, scoring and using, and interpreting the results of tests are considered. Some attention is given statistical methods to enable the student to classify data and to become familiar with some of the statistical terms.

Second semester.—Three hours credit.

401—PHILOSOPHY OF EDUCATION 2 *hours*

An attempt is made in this course to present the educational theories of Dewey, Horne, Bode, Kilpatrick and others. Conflicting excerpts from present and past educational philosophers are studied from time to time, and each student is led to form his own philosophy. For both elementary and secondary teachers.

First semester.—Two hours credit.

421 or 422—SUPERVISED STUDENT TEACHING 2 *to* 5 *hours*

Under the direction of a critic teacher each student assumes a portion of the responsibility for the instruction, discipline and grading of one class in Upland, Matthews, Hartford City, or Gas City high school. Open to seniors who have made marks of C or above in Education courses. They should also have an average mark of C or above in the subject in which student teaching is to be done. All such students should have credit for approximately forty hours in the subject to be taught, and be recommended by the department in which the subject is offered. Three semester hours of credit may be applied toward the A.B. degree.

First and second semesters.—Two to five hours credit each.

451, 452—PRO-SEMINAR IN EDUCATIONAL PROBLEMS
1 *or* 2 *hours*

The aim of this Seminar is primarily to provide for individual differences in interests, needs, and capacities. Readings, investigations, reports, discussions and evaluations characterize the work. Open to Seniors working for the B.S. degree in Education, with the permission of the professor.
First and second semesters.—One or two hours credit.

461, 462—INDEPENDENT READING AND STUDY COURSE 1 *or* 2 *hours*

The primary objective of the course is to stimulate initiative and independence of work and to set the stage for the maximum of educational growth. Open to students who give evidence of profiting by such experience.

ENGLISH

(Division of Language and Literature)
Hilbish, Butz, Alexander, Spear, Cross

A major in English consists of at least thirty semester hours and must include courses 101-102, 211, 212. A minor consists of twenty-two semester hours and includes course 101-102. Courses 221, 222, 361, 362, are recommended as valuable for both the major and minor. Electives for the major should include one or more period courses (341, 372, 412, 421). Students majoring in English need speech, English history, philosophy, and advanced courses in at least one foreign language. Speech 241 and 242 may be presented for a major in English.

Composition

101-102—FRESHMAN COMPOSITION 3 *hours*

A course designed to develop clarity, correctness, and effectiveness in written expression. Weekly themes, readings in modern literature, book reports. Emphasis the first semester upon fundamentals of grammar, the sentence, and paragraph structure; the second semester upon diction, the whole theme, and the research paper. Required for graduation. A prerequisite to all other courses in the department of English.
First and second semesters.—Three hours credit each.

101a, 102a—REMEDIAL ENGLISH 1 *hour*

This course is designed for those who. from the entrance examination in English, are found to be in need of more intense drill and closer supervision in grammar.
First and second semesters.—No credit.

231—ORAL COMPOSITION See Speech 241. 3 *hours*

232—ORAL COMPOSITION See Speech 242. 1 *hour*

301—CREATIVE WRITING 2 *hours*

This is a course in writing, conducting the student through many types of writing from the level of Freshman composition to the plot story and attempts at verse.
First semester, two hours credit.

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OF

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WISCONSIN-CAMPBELL-MAGEE DORMITORY

AND

THE PARLORS

311, 312—PRINCIPLES OF JOURNALISM 2 *hours*

A course in practical reporting, including news evaluation, the writing of various types of news and feature stories, news editing, editorial policy-making, and newspaper make-up. Emphasis is given to the practical aspects and methods of modern journalism. English 311, or its equivalent, is prerequisite for English 312.
First and second semesters—Two hours credit each.

322—GRAMMAR FOR ADVANCED STUDENTS 2 *hours*

A course primarily for prospective teachers of English but open to other students. No credit is allowed toward the A.B. degree.
Second semester.—One hour credit.

Literature

211, 212—SURVEY OF ENGLISH LITERATURE 3 *hours*

The historical development of English literature from Anglo-Saxon times to the present, stressing movements and reactions, social and political backgrounds, literature and its appreciation. Serves as an introduction to the advanced courses in English literature.
First and second semesters.—Three hours credit each.

221, 222—AMERICAN LITERATURE 3 *hours*

A study of literary history in America from the first settlement in 1607 to the present. Emphasis upon cultural, political, and religious trends since colonial times; upon the rise and development of romanticism and realism. Attention given to English influence upon American thought and literary forms.
First and second semesters.—Three hours credit each.

231, 232—WORLD LITERATURE 3 *hours*

A survey of the outstanding types of the world's greatest prose and poetry from earliest times.
First and second semesters.—Three hours credit each.

252—CHILDREN'S LITERATURE 3 *hours*

Reading of a wide range of literature suitable for children: nursery rhymes, fables, fairy tales, myths, legends, hero tales, nature and animal stories, child biographies, and modern poetry. Stresses criteria for selection of materials and the effective method of telling stories. Not credited toward the A.B. degree.
Second semester.—Three hours credit.

331—MODERN DRAMA 2 *hours*

A comparative study of English, Irish, American, and continental drama since Ibsen.
First semester.—Two hours credit.

332—LITERARY CRITICISM 2 *hours*

A study of the principles of aesthetics and the history of criticism from Aristotle to the present. Masterpieces of literary criticism of the past are used to give the student a background for the understanding of literary criticism today.
Second semester.—Two hours credit.

341—THE ENGLISH RENAISSANCE 3 *hours*

The characteristics and ideas of the Renaissance and a study of its non-dramatic literature. Emphasis upon Spenser and lyric poetry from Tottel's Miscellany to the Restoration.
First semester.—Three hours credit.

342—CONTEMPORARY POETRY 3 *hours*

Significant English poets since Thomas Hardy and American poets since Walt Whitman.
Second semester.—Three hours credit.

352—THE AMERICAN SHORT STORY 2 *hours*

A study of the technique and development of the American short story with some attention to the contemporary short story of France, Germany, Scandinavian countries, Britain, and Russia.

Second semester.—Two hours credit.

361, 362—SHAKESPEARE 2 *hours*

A critical study of Shakespeare's dramatic art as applied to his comedies and tragedies, and of his versification and subject matter as applied to his plays, sonnets, and narrative poems. Emphasis upon his delineation of character, plot, and technical structure.

First and second semesters.—Two hours credit each.

372—ENGLISH NEO-CLASSICAL LITERATURE 3 *hours*

Literature of the Restoration and the eighteenth century, centered around Dryden, Addison and Steele, Pope, Swift, Dr. Johnson, and minor neo-classical writers, and the pre-romanticists. Interpretation of the literature of the two periods against their social, political, and philosophical backgrounds.

Second semester.—Three hours credit.

401—MILTON 2 *hours*

A chronological study of the poetry and prose of Milton with emphasis upon *Paradise Lost.*
First semester.—Two hours credit.

402—CHAUCER 2 *hours*

A study of the life and times of Chaucer and of his principal works. Emphasis upon *The Canterbury Tales.*

Second semester.—Two hours credit.

411—THE ENGLISH NOVEL 3 *hours*

The study of the novel as a literary art, tracing its development from the beginning to the present. Reading and analysis of representative novels of the eighteenth, nineteenth, and twentieth centuries.

First semester.—Three hours credit.

412—ENGLISH ROMANTIC LITERATURE 3 *hours*

The more important writers, both in poetry and in prose, of the Romantic Movement from its beginning in the eighteenth century to 1832. Attention is given to its continental influences, its tendencies, and its significance.

Second semester.—Three hours credit.

421—THE VICTORIAN PERIOD 3 *hours*

A study of the poetry and essay from 1832 to 1911 in consideration of the influences of movements in science, philosophy, art, religion, and society. Much attention is given to Tennyson and Browning.
First semester.—Three hours credit.

422—THE ESSAY 3 *hours*

The origin and development of the essay in English as a literary type. The course includes the study of both the formal and the informal essay.
Second semester.—Three hours credit.

431—THE DEVELOPMENT OF THE ENGLISH DRAMA 3 *hours*

A study of the historical development of the drama from its origin in the continental church in the fifth century to the present. Reading of representative plays exclusive of Shakespeare.
First semester.—Three hours credit.

441, 442—READING COURSE 1 or 2 *hours*

A reading course open only to seniors whose point hour ratio on all English courses taken during the sophomore and junior year is 2.7 or above.
First and second semesters.—One or two hours credit each.

451, 452—PRO-SEMINAR IN ENGLISH 1 *hour*

A course designed to correlate and integrate English and American literature by means of the investigation of a special problem requiring individual research.
Required for a major in English.
First and second semesters.—One hour credit each.

FRENCH

(Division of Language and Literature)
Rayle

Students expecting to do graduate work in any university are advised to gain a reading knowledge of French and German. At least two years' study of each is advised. For those specializing in science, French and German are advisable electives. A major requires twenty-six hours and a minor, eighteen hours. A course of European History and some knowledge of another language are suggested for those majoring in French.

101-102—ELEMENTARY FRENCH 4 *hours*

Drill in grammar and pronounciation, with written exercises, dictation, and conversation in French.
First and second semesters.—Four hours credit each.

201-202—INTERMEDIATE FRENCH 3 *hours*

Review of French grammar. Composition in French, oral reading and interpretation of modern texts with conversation based on the texts read. Prerequisite, French 101-102 or two years of high school French.
First and second semesters.—Three hours credit each.

301, 302—COMPOSITION AND CONVERSATION 3 *hours*

Drill in the translation of more difficult English into French.

Practice in conversation with considerable emphasis upon the principles of phonetics. Prerequisite, French 201-202 or the equivalent.
Alternates with French 311, 312.
First and second semesters.—Three hours credit each.

311, 312—SURVEY OF FRENCH LITERARY HISTORY 3 *hours*

A study of French Literary History from the Renaissance to contemporary writers. An introduction to the masterpieces of French Literature. Discussions, collateral readings, and reports.
Alternates with French 301, 302.
First and second semesters.—Three hours credit each.

431, 432—READING COURSE IN FRENCH LITERATURE 2 *hours*

Independent study with frequent conferences with the instructor in charge. Emphasis upon the analysis, interpretation, and evaluation of literary works. The purpose of the course is to guide the student into a much wider field of study and to encourage intelligent reading of works to which little time has been given in regular class routine. Reports and comprehensive test.
First and second semesters.—Two hours credit each.

451, 452—PRO-SEMINAR IN FRENCH CIVILIZATION 1 *or* 2 *hours*

A study of French life and institutions with relation to other fields of knowledge. Special attention will be given to the geographical, political, social, literary, and artistic influences which are the most important in forming an adequate acquaintance with Modern France. Representative works of contemporary authors are read. Discussions, collateral readings, and reports. This course is required of all students majoring in French.
First and second semesters.—One or two hours credit.

GEOGRAPHY

(Division of Social Sciences)
Crose

201—WORLD GEOGRAPHY 3 *hours*

A study of the world by physical regions including the elements of natural environment, their characteristics and their distribution.
First semester.—Three hours credit.

212—HUMAN GEOGRAPHY 3 *hours*

An interpretation of the physical regions of the world in relation to the distribution of people, their economic development and their history.
Second semester.—Three hours credit.

322—ECONOMIC GEOGRAPHY 3 *hours*

A regional study of the availability of the basic raw materials, i.e., plant, animal, mineral and their effect upon the way of life and occupation of man.
Second semester.—Three hours credit.

GERMAN

(Division of Language and Literature)
Charbonnier

Students expecting to do graduate work in any university are advised to gain a reading knowledge of French and German At least two years' study of each is needed. For those specializing in science, French and German are advisable electives. A minor of eighteen hours in German may be obtained.

101-102—BEGINNING GERMAN 4 *hours*

Drill upon connected pronounciation and the rudiments of grammar; conversation and the training of the ear as well as of the eye. German is used in much of the classroom instruction. During the year several hundred pages of easy prose are read.
First and second semesters.—Four hours credit each.

201-202—INTERMEDIATE GERMAN 3 *hours*

Grammar review. Intensive and extensive reading. Prerequisite, German 101-102 or two years in high school German.
First and second semesters.—Three hours credit each.

301—GOETHE 3 *hours*

A brief introduction to the life and works of Goethe. An intensive study of one or more of his works. Prerequisite. German 201-202.
First semester.—Three hours credit.

302—SCHILLER 3 *hours*

A brief introduction to the life and works of Schiller. An intensive study of one or more of his works. Prequisite, German. 201-202.
Second semester.—Three hours credit.

321—GERMAN ROMANTICISM 3 *hours*

A survey of German Romanticism with an intensive study of several of its chief works. Prerequisite, German 201-202.
First semester.—Three hours credit.

322—LATE NINETEENTH CENTURY GERMAN LITERATURE 3 *hours*

A study of the rise and character of the naturalistic school with an intensive study of one or more of its chief works. Prerequisite, German 201-202.
Second semester.—Three hours credit.

441, 442—READING COURSE IN GERMAN LITERATURE 1 *or* 2 *hours*

A course providing for independent study of German literature with periodic conferences with the instructor, analytical reports, and tests.
First and second semesters.—One or two hours credit each.

GREEK

(Division of Language and Literature)
Kleis

Students who are contemplating a major in Bible, or preparing for seminary, will find it advisable to meet the language requirements for graduation in the Department of Greek. A minor

consists of eighteen hours. Course 201-202 is required of all minors.

Students who expect to teach Latin will find an acquaintance with Greek a great advantage, especially when planning for graduate courses.

101-102—ELEMENTARY GREEK 4 *hours*

Beginner's course. The acquisition of a vocabulary, mastery of the forms and fundamental principles of Greek grammar, and practice in reading easy Greek prose are emphasized. Latin 101-102 or its equivalent is recommended as a prerequisite.

See note, bottom page 37.

First and second semesters.—Four hours credit each.

201-202—ATTIC PROSE AND EPIC POETRY 3 *hours*

Xenophon's Anabasis and prose composition. Selections from the works of Herodotus, Lysias, Lucian, and Homer.

Prerequisite, Greek 101-102.

First and second semesters.—Three hours credit each.

221-222—JOHANNEAN WRITINGS (GREEK) 3 *hours*

Readings and exegetical work will be confined principally to selections from the Gospel of John, the Johannean epistles, and the Apocalypse. Attention is given to grammatical construction, developing the student for the more difficult work of the following years.

First and second semesters.—Three hours credit each.

301, 302—PHILOSOPHY AND DRAMA 3 *hours*

First semester: Plato's Apology and selected dialogues. Second semester: Selected plays of Aeschylus, Sophocles, and Euripides, and a survey of the Greek theatre and its drama. Prerequisite, Greek 201-202.

First and Second semesters.—Three hours credit each.

411—SYNOPTIC GOSPELS 3 *hours*

A study of the synoptic gospels, with special attention given to the gospel by Mark and Luke.

First semester.—Three hours credit.

412—GENERAL EPISTLES 3 *hours*

Reading and exegetical work in the general epistles, exclusive of the Johannean.

Second semester. Three hours credit.

421, 422—PAULINE EPISTLES, HEBREWS (GREEK) 3 *hours*

Several of the shorter epistles are read and studied in their entirety, and portions of the longer epistles are read. Special attention is given to the doctrinal teachings and exegesis of the Pauline writings. Sufficient time is devoted to Hebrews to give students an appreciation of its wonderful contribution to the New Testament teaching.

First and second semesters.—Three hours credit each.

HISTORY

(Division of Social Sciences)
Olson, Odle, Crose, Strahl

Course 121-122 is advised as a prerequisite to courses on the higher levels in the European field. As a general rule, course

221-222 is prerequisite to courses on the higher levels in the American field. All students expecting to continue in the department who do not have a strong background of American History on the secondary level should take course 221-222 during their Sophomore year. Thirty hours constitutes a major and twenty hours a minor.

121-122—HISTORY OF WESTERN CIVILIZATION 3 *hours*
This course offers a general survey of the development of western civilization from the earliest times to the present. It begins with a study of the principles and theories relating to the development of civilization, followed by a rapid survey of the European backgrounds of western civilization. The remainder of the course presents an historical study of the social organization and the institutions of western civilization.
First and second semesters.—Three hours credit each.

221-222—HISTORY OF THE UNITED STATES 3 *hours*
This course deals with the progressive social, political, and cultural development of the people of the United States from the colonization period up to the present time. The first semester study ends with the close of the reconstruction period following the Civil War, and the second semester study completes the story to the present day.
First and second semesters.—Three hours credit each.

231, 232—INTRODUCTION TO AMERICAN GOVERNMENT 2 *hours*
See Political Science 201, 202.

241-242—COLONIAL HISTORY 2 *hours*
The colonization of North America, European rivalries, the character of colonial society, a study of the causes and effects of the Revolutionary War.
First and second semesters.—Two hours credit each.

311—HISTORY OF LATIN AMERICA 3 *hours*
A survey of the history of the nations between the Rio Grande and Cape Horn. Particular attention is devoted to their relationship to the United States and to the development of the major Latin American republics since achieving independence.
First semester.—Three hours credit.

312—HISTORY OF THE FAR EAST 3 *hours*
A study of the history of the Far East with chief emphasis on China, Japan and India and their international relations in modern times. Attention will be given not only to the political developments of these countries, but also to the social and economic changes which are taking place.
Second semester.—Three hours credit.

321—GREEK HISTORY 3 *hours*
A study of the history of the people of Greece, including the Aegean civilization, the classic period, and the Hellenistic kingdoms. Special attention is given to the political, economic, and cultural life of Athens.
First semester.—Three hours credit.

322—ROMAN HISTORY 3 *hours*

A study of the Roman people from their beginnings in Italy to the death of Justinian, with particular attention to their political, economic, social, and cultural institutions and their influence on modern civilization.

Second semester.—Three hours credit.

331, 332—MODERN AND CONTEMPORARY EUROPEAN HISTORY 3 *hours*

A study of the political, social and cultural history of modern Europe which begins with a brief consideration of the fundamental transformations that ushered in the modern age and traces the development of the modern states with a view to understanding the problems of the present era. Special emphasis is given to the backgrounds of the World Wars and to the contemporary situation.

First and second semesters.—Three hours credit each.

341, 342—HISTORY OF ENGLAND 2 *hours*

A survey of the development of the English nation from the earliest times to the present. Emphasis is laid upon constitutional origins and development, the Industrial Revolution, the growth of the Empire, international problems, English achievements in the cultural and intellectual fields.

First and second semesters.—Two hours credit each.

361, 362—EUROPE IN THE MIDDLE AGES 2 *hours*

This course begins with a background survey of the Roman world and the German invasions and deals progressively with the papacy, feudalism, monasticism, the beginnings of modern nations, medieval culture, the crusades, the development of commerce, and the revival of learning.

First and second semesters.—Two hours credit each.

371—AMERICAN CONSTITUTIONAL HISTORY 3 *hours*

This course deals with the origins of the United States Constitution, the framing and ratification of the Constitution, the organization and powers of the federal government, the rise of judicial review, doctrines of states' rights and nullification, state police power and federal commerce power, secession and Reconstruction, the Supreme Court's interpretation of the Fourteenth Amendment, and the constitutionality of New Deal statutes. Prerequisite: a course in American Government or History. Students may receive Political Science credit for this course. See Political Science 311.

First semester.—Three hours credit.

422—HISTORY OF AMERICAN FOREIGN RELATIONS 3 *hours*

A survey of the diplomatic relations of the United States from the beginning of our national history to the present time, which aims to acquaint the student with our foreign policies and diplomatic procedure.

Second semester.—Three hours credit.

431—HISTORY OF THE AMERICAN FRONTIER 3 *hours*

A study of the progressive development and westward expansion of the American frontier from the colonial period to its final disappearance. Special emphasis is given to the social and

economic factors that moulded the frontier, and to the varied influence of the frontier upon the development of American civilization.
First semester.—Three hours credit.

432—AMERICAN ECONOMIC DEVELOPMENT 3 *hours*
A study of the history of the economic development of the people of the United States which begins with a survey of the colonial period and treats the agricultural and industrial progress, the rise of capitalism, and the present economic situation.
Second semester.—Three hours credit.

441, 442—READING COURSE 1 *or* 2 *hours*
An honors course open to seniors only. Attention will be given to the field of the student's special interest in history. To be elected only on the advice of the head of the department.
First or second semester.—One or two hours credit each.

452—PRO-SEMINAR IN HISTORY 2 *hours*
This is a reading course designed to aid the student in correlating his work in history and thus in preparing for his comprehensive examination in his major field. The course consists of directed reading, with seminar sessions for consultation, reports, and discussion.
Second semester.—Two hours credit.

HOME ECONOMICS

(Division of Natural Sciences)
Kelly, Bradford

The courses are planned and the laboratory work set up with the thought of helping students to become efficient home makers, and at the same time giving adequate technical training for those who plan to teach general home economics, or enter the field of nursing, or other special service. A major consists of twenty-four semester hours and a minor of eighteen. Courses 101-102, 111-112 are required for a major or a minor.

101-102—CLOTHING 2 *hours*
A study of the basic principles in clothing selection with emphasis upon the analysis of the individual's clothing problems. Laboratory work includes the fundamentals of clothing construction and costs, and the use and alteration of commercial patterns. Four hours laboratory each week.
First and second semesters.—Two hours credit each.

111-112—FOODS AND NUTRITION 3 *hours*
A study of foods as to composition, classification and function of food; principles of cookery; essentials of an adequate diet; basic proportions of recipes; preparation and serving of meals; food and marketing problems. Six hours laboratory each week.
First and second semesters.—Three hours credit each.

202—COSTUME DESIGN 2 *hours*
This course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing, and the influence of the principles of garment construction on clothing design. Four hours laboratory a week.
Second semester.—Two hours credit.

221—MEAL PLANNING AND PREPARATION 2 *hours*

A study in planning, preparation, and serving of various types of meals with special reference to selection, costs, and correct meal service. Four hours laboratory each week.
First semester.—Two hours credit.

301—DIETETICS 3 *hours*

A study of the principles of nutrition and their application to the feeding problems of the individual in health and disease; calculation and preparation of typical dietaries. Prerequisite, Home Economics 111-112 or Biology 311, Chemistry 201-202. Biology 371 recommended.
First semester.—Three hours credit.

302—HOME MANAGEMENT 3 *hours*

This course involves the economic problems of the home; the selection, operation, efficiency, care and repair of household equipment; consumer buying problems; standarization of household tasks. Two lectures and two hours laboratory each week. Prerequisites, 111-112, 221 or 301.
Second semester.—Three hours credit.

311—HOUSE PLANNING AND FURNISHING 3 *hours*

This course deals with the study of the problems involved in renting or building a house, including financing, plumbing, heating, lighting, and air conditioning. The history of architecture is also studied as well as the application of the principles of art to problems of selection and arrangement of household furnishings with reference to comfort, convenience, economy and beauty.
First semester.—Three hours credit.

321—TEXTILES 2 *hours*

A study of fabrics and factors essential to their intelligent selection, use, and care. Chemical and physical tests of fabrics and fibers. One lecture and two hours laboratory a week.
First semester.—Two hours credit.

322—ADVANCED CLOTHING 2 *hours*

This course includes advanced problems in dressmaking and tailoring, with emphasis on adaptation of pattern to the individual and a study of the drafting of patterns. Prerequisite, Home Economics 101-102. Four hours laboratory each week.
Second semester.—Two hours credit.

341—HOME NURSING 2 *hours*

A study of home and community hygiene and of the care of the sick in the home. The hospital unit is available for demonstrations. One hour lecture and two hours laboratory a week.
First semester.—Two hours credit.

342—CHILD CARE AND DEVELOPMENT 2 *hours*

A study of the child from prenatal life to adolescence, including his physical, mental, social, and emotional development with discussion of problems in the home. Opportunity is given for observation of children. The hospital unit is available for demonstrations.
Second semester.—Two hours credit.

411—THE FAMILY 3 *hours*
See Sociology 411.

451, 452—PRO-SEMINAR IN HOME ECONOMICS 1 *or* 2 *hours*
This is a course designed to give the student training in the technique of elementary research work, as well as to assist in the preparation toward the comprehensive examination in her major field.
First and second semesters.—One or two hours credit.

LATIN

(Division of Language and Literature)

Alexander

A major in Latin consists of twenty-four hours, of which at least twelve must be upper level credit, and a minor consists of sixteen hours, of which at least six must be of upper level credit. The major requires, as collateral, courses in Greek and Roman history.

101-102—ELEMENTARY LATIN 4 *hours*
The study of elementary grammar, including the rules of pronunciation, inflection, and syntax. The work of the second semester consists of the reading of selections from Caesar with special attention to grammatical constructions and historical background.
First and second semester.—Four hours credit each.

111-112—CICERO AND VERGIL 3 *hours*
First semester: The study of selected orations of Cicero. Special attention is given to a general review of the rules of syntax, word order, and political and social background of the text.
Second semester: The reading of selections from the Aeneid. Emphasis upon mythology, poetic diction, and prosody. Material not usually read in high school is read, if students have studied these authors before entering college. Prerequisite, Latin 101-102.
First and second semesters.—Three hours credit each.

221-222—SURVEY OF ROMAN LITERATURE 3 *hours*
The reading of selections from classical authors, beginning with Plautus and ending with Suetonius. Literary history and appreciation are emphasized. Discussions, outside readings, and reports. Prerequisite, Latin 111-112.
First and second semesters.—Three hours credit each.

311, 312—LATIN PROSE COMPOSITION AND LINGUISTICS 3 *hours*
Thorough review of forms and syntax; practice in the translation of English to Latin; an introduction to the history of the Latin language. Prerequisite, Latin 221-222.
First and second semesters.—Three hours credit each.

321, 322—GREEK AND ROMAN CIVILIZATION 3 *hours*
An introduction to the culture and civilization of ancient Greece and Rome. Reading of representative Greek and Roman authors in English translation with reference to historical backgrounds and development of ideas. Majors in Latin are expected to do a satisfactory amount of their reading in Latin. Opened to

qualified Sophomores by special permission of the Dean and the Department of Latin.
First and second semesters.—Three hours credit each.

401, 402—ROMAN PHILOSOPHY AND DRAMA 2 *hours*

The reading of selections from Cicero's De Amicitia, De Senectute, Tusculan Disputations, and the De Rerum Natura of Lucretius. Selected plays of Plautus and Terence. Special study of the Roman theatre and dramatic technique.
First and second semesters.—Two hours credit each.

451, 452—PRO-SEMINAR IN ROMAN STUDIES 1 *or* 2 *hours*

A study of the various departments of Roman thought and life as they relate to each other and to other fields of investigation. An introduction to the methods of research in Classics, and extensive reading in the original authors. Attention is given to the relationship of ancient civilization to modern times. Required of all majors in Latin.
First and second semesters.—One or two hours credit.

MATHEMATICS

(Division of Natural Sciences)
Draper

Students expecting to major in Mathematics and those preparing for scientific work, including engineering, should elect course 111-112 in the freshman year. A major consists of at least twenty-four semester hours, of which at least ten hours must be taken during the junior and senior years. Course 341, 342 is required for a major or minor.

111-112—COLLEGE ALGEBRA 2 *hours*

This course begins with a review of the fundamentals adapted to the needs of the class, and includes such topics as functions, graphs, logarithms, permutations, combinations and probability. First and second semesters. Two hours credit each.

152—GENERAL MATHEMATICS 3 *hours*

A course for elementary teachers.
Second semester.—Three hours credit.

221—SURVEYING 2 *hours*

Theory and practice in elementary surveying. Field work in land surveying, profile and topographical leveling. Triangulation in both horizontal and vertical planes. Prerequisite, Mathematics 231. Four hours laboratory each week.
First semester.—Two hours credit.

231—PLANE TRIGONOMETRY 3 *hours*

A study of the trigonometric functions, their relations to each other and their application to the solution of right and oblique triangles, with equations, identities, and logarithms. Prerequisite, a year of plane geometry.
First semester.—Three hours credit.

232—ANALYTIC GEOMETRY 3 *hours*

A study of the straight line and the conic sections by the use of the algebraic equation; higher plane curves and related topics, Prerequisites, Mathematics 111, 231.
Second semester.—Three hours credit.

311—COLLEGE GEOMETRY 3 *hours*

Advanced Euclidean Geometry, with a brief survey of some of the more difficult topics of plane and solid Geometry.
Prerequisite, Mathematics 232.
First semester.—Three hours credit.

312—MATHEMATICAL THEORY OF INVESTMENT 3 *hours*

Compound and simple interest, annuities, depreciation, bonds, sinking funds, insurance and other problems of the business world.
Second semester.—Three hours credit.

321—ADVANCED ANALYTIC GEOMETRY 3 *hours*

Advanced topics in plane analytic geometry and a study of the coordinate geometry of lines, planes, curves, and surfaces in three-dimensional space. Prerequisite, Mathematics 232.
First semester.—Three credit hours.

331—THEORY OF EQUATIONS 2 *hours*

Complex numbers, determinants, solution of cubic and biquadratic equations, relations between roots and coefficients of an equation and related topics. Prerequisite, Mathematics 232.
First semester.—Two hours credit.

341, 342—DIFFERENTIAL AND INTEGRAL CALCULUS 4 *hours*

Derivatives, maxima and minima, partial and total differentials, single and double integration applied to the finding of areas, length of curves, and volumes. Prerequisties, Mathematics 111, 112, 231, 232.
First and second semesters.—Four hours credit each.

431, 432—DIFFERENTIAL EQUATIONS 2 *hours*

An introductory course in ordinary differential equations, with applications. Prerequisite, Mathematics 341, 342.
First and second semesters.—Two hours credit each.

451, 452—PRO-SEMINAR 1 or 2 *hours*

A course designed to correlate the previous work of the student in the field of mathematics, and to prepare for the comprehensive examinations in this field.
First and second semesters.—One or two hours credit.

MUSIC

(Division of Fine Arts)

Mohr, Bothwell, Keller, Bunish

The work required for a major in music is divided into two types, theoretical and applied. Courses must be taken in both fields, as indicated in the Outline of Study, page 41. This course prepares the student to do private teaching in his chosen field and to perform creditably in public.

PIANO

Applicants for admission to the course in Piano which leads to the major in Music must play music of the following grade, or its equivalent: easier sonatas by Haydn and Mozart; Czerny, op. 299, Books I and II; Heller, op. 47; easier Songs Without Words by Mendelssohn, and major and minor scales.

College credit may be given for preparatory work in Piano, depending upon individual progress and achievement.

Work in piano will be devoted to building a secure technique, proper practice methods, gaining a broad view of piano literature and acquiring a repertoire. Credit will be given for equivalent work taken in other schools on the basis of examination after presentation of credits.

ORGAN

This course of instruction is planned to develop a finished technique and to give an adequate knowledge of organ literature. The church service and its requirements are kept strongly in view. No student will be allowed to take up the study of the organ with a view toward graduation with it as major study, unless he can play piano selections of at least the fourth grade. A playing knowledge of the Bach Two and Three Part Inventions, or the Well Tempered Clavichord, is a prerequisite for the study of the organ as major subject.

VOICE

Tone cultivation of the voice in singing consists in the correct development of pure tone quality, ease, natural poise, enunciation, legato and sustained singing. This is accomplished by learning correct tonal placement and breath control.

Song literature of the classic and modern schools is studied to develop a deeper appreciation of good music.

Upon graduation a student must have a repertoire of arias from the standard oratorios and operas, as well as English, French, German and Italian songs.

College credit may or may not be given the first year to those beginning voice study, depending on individual progress and level of work. One lesson each week and one hour daily practice for the semester give one semester hour credit.

Voice students may be required to take one lesson in piano and one daily practice period for at least one year. They are also required to sing in the Choral society, or A Cappella Choir.

VIOLIN, TRUMPET, CLARINET, SYMPHONIC INSTRUMENTS

Since the range of ability and background of students is so varied no definite outline of study can be given here. Special emphasis is laid at all times on such essential subjects as correct position of the body and the manner of holding the instrument. Quality of work is of greater consideration than quantity. Throughout the course attention is given to the development of a broad pure tone, careful intonation, and an understanding of what is being studied.

Courses of Instruction

Eight hours of credit in applied music, not more than four of which are earned in ensemble work, may be counted toward the A.B. degree. The work must be on the college level and approved by the head of the department of that particular field. A major consists of forty-four hours, of which fourteen are applied, and a minor consists of twenty-four hours of which eight are applied. Voice majors may be required, at the discretion of the Music Department, to take two hours of piano as a part of the fourteen hours of applied work required of voice majors. The following courses in theory are required for an A.B. with a major in music: Music 121-122, 131-132, 201, 202, 301, 302, 351, 411, 421, 422, and 452.

111, 112—MUSIC ESSENTIALS 2 *hours*

A study of the rudiments of music (notes, keys and key signatures, time, rhythm, and expression); song leading for community, congregational and chorus singing; also fundamentals for directing of band and orchestra. Especially for teachers, physical education majors and those who are preparing for the Christian ministry.

First and second semesters.—One hour credit each.

121-122—FIRST YEAR HARMONY 3 *hours*

Intervals, scales, chord connection, chords of the seventh, modulation, original work. One hour each week is given to keyboard harmony. Required for graduation with a major in music.

First and second semesters.—Three hours credit each.

131-132—EAR TRAINING AND SIGHT SINGING 3 *hours*

Drill in reading simple melodies at sight, using the syllable, number and letter names; recognition by ear of all intervals and primary triads and singing these from a given tone; drill in hearing music accurately. One of the three class periods is supervised study. Required for graduation with a major in music.

First and second semesters.—Two hours credit each.

201—ADVANCED HARMONY 3 *hours*

Chromatically altered chords, non-harmonic tones. modulation, original composition. One class hour each week is given to keyboard harmony. Required for graduation with major in music.

First semester.—Three hours credit.

202—HARMONIC ANALYSIS 2 *hours*

The analysis of illustrative passages of harmony from all schools of composition. Required for graduation with major in music.

Second semester.—Two hours credit.

261-262—INSTRUMENTS OF THE ORCHESTRA AND BAND 2 *hours*

A study of at least one instrument in each of the string, woodwind, brass, and percussion choirs with regard to tone production, fingering and other teaching problems.

First and second semesters.—Two hours credit each.

301, 302—SIMPLE COUNTERPOINT 2 *hours*

Two, three and four-part writing in the various species. Required for graduation with a major in music.
First and second semester.—Two hours credit each.

351—CONDUCTING 2 *hours*

Technique of the baton, vocal and instrumental score reading, methods and materials for choir, chorus and orchestra. Required for graduation with major in music.
First semester.—Two hours credit.

352—ORCHESTRATION 2 *hours*

Study of orchestral instruments with a view to practical and effective writing. Arranging of compositions for strings and for full orchestra.
Second semester.—Two hours credit.

411—FORM 2 *hours*

Elements of music form from the motif and primary form through the development of the composite forms, with analysis of important types, both classic and modern. Required for graduation with major in music.
First semester.—Two hours credit.

421-422—HISTORY AND APPRECIATION OF MUSIC 3 *hours*

This course may be described as music appreciation with a historic basis. The aim of the course is not to give a series of facts in Music History, but to enable the student to understand and enjoy the work of all periods of musical development. Abundant illustrations of every school and phase of musical development are given by the teacher and with aid of the victrola. Required for graduation with major in music.

History 121-122 and English 211-212 are recommended as background for this course.
First and second semesters.—Three hours credit each.

331—ELEMENTARY MUSIC MATERIALS AND METHODS 3 *hours*

Materials and methods for primary and intermediate grades. Presentation of the rote song, treatment of monotones, problems of rhythm and of notation; development of music reading. Care of the child voice and of the changing voice; music appreciation. This course not applicable to A.B. degree.
First semester.—Three hours credit.

332—SECONDARY MUSIC MATERIALS AND METHODS 3 *hours*

Materials and methods for junior and senior High Schools. Testing and care of the adolescent voice. Materials, methods and procedures for glee clubs choruses, orchestra and band. Music appreciation and professional relationship. This course not applicable to A.B. degree.
Second semester.—Three hours credit.

452—CORRELATION COURSE 1 *hour*

A course planned to correlate work previously taken in music, and to lead to research and the comprehensive examinations.
Second semester.—One hour credit.

MUSIC HALL

A CAPPELLA CHOIR 2 *hours*

The A Cappella choir is composed of forty selected voices. Rehearsals are held twice each week. This choir makes several weekend tours and a Spring concert tour of ten days. All music sung is sacred, from memory, and unaccompanied.
First and second semesters.—One hour credit each.

CHORAL SOCIETY 2 *hours*

The Choral Society affords an opportunity for all interested students to participate in a large choral group. Rehearsals are held twice each week. Several public programs are given during the year. Oratorio, cantata and choral music are studied.
First and second semesters.—One hour credit each.

ORCHESTRA 2 *hours*

The college orchestra affords an opportunity for those in school who play orchestral instruments to obtain experience in ensemble playing. This organization appears in public a number of times during the school year, and presents a spring concert.
First and second semesters.—One hour credit each.

CONCERT BAND 2 *hours*

First and second semesters.—One hour credit each.

NON-CREDIT MUSICAL ORGANIZATIONS

Vocal Ensemble Groups

Young men and women who are interested in quartets, trios, and other voice groups will find ample opportunity at Taylor University. A number of groups are organized each year to participate in Gospel Team trips and in many other programs both on and off the campus.

Instrumental Ensembles

Opportunity is afforded those who play musical instruments to participate in small ensemble organizations. These groups may perform publicly with approval of the instrumental instructor.

Music Club

One very important incidental advantage of the department of Music is the bi-weekly student recital. Through these informal programs, students are enabled to become familiar with a larger number of musical compositions than they would have time to study individually. The recitals also serve to develop the student's ability to perform in public. Attendance is urged upon all students taking any form of music work.

At the request of the teacher, all students who register for any kind of music work must take part in recitals.

Regulations

Once each year all students taking private instruction in music shall be required to appear before the Music faculty in individual performance.

Each student is expected to consult his teacher before arranging to take part in any public program.

The rental of pianos and assignment of practice periods are exclusively in the hands of the head of the Department. All students taking private lessons are expected to take at least one

practice period a day at the Music Hall. This does not include those who use pianos in their own homes. Students may not use the pianos beyond the specified time for which payment is made, except by special permission, and no use of the practice rooms is permitted on Sunday.

PHILOSOPHY

(Division of Philosophy and Religion)

Kleis, Miller

A major consists of twenty-four hours, and must include courses 201, 202, 301, 302. A minor consists of sixteen hours, and must include courses 201, 202, and either 301 or 302.

201-202—HISTORY OF PHILOSOPHY 3 *hours*

This course considers the development of philosophical thought from the ancient Greeks to modern times.
First and second semesters.—Three hours credit each.

301—ETHICS 3 *hours*

A survey of the principal ethical theories and systems with an application of ethical principles to practical moral problems.
First semester—Three hours credit.

302—LOGIC 3 *hours*

A systematic study of the principles of reasoning, the nature and morphology of knowledge, and the methods of obtaining knowledge in scientific investigation.
First semester. Three hours credit.

311-312—PROBLEMS AND PRINCIPLES OF PHILOSOPHY 3 *hours*

This course is a systematic approach to the problems and principles of philosophical inquiry.
First and second semesters.—Three hours credit each.

321-322—PHILOSOPHY OF RELIGION 2 *hours*

A philosophic approach to and a critical analysis of the basic concepts and conceptions of religion, together with their implications for theism and Christianity.
First and second semesters—Two hours credit each.

341—METAPHYSICS 2 *hours*

A systematic inquiry into the ultimate nature, structure and meaning of reality.
First semester. Two hours credit.

342—ESTHETICS 2 *hours*

A consideration of the psychology of the esthetic experience and an interpretation of the philosophy of esthetic values. This is an excellent cultural course for the general student.
Second semester.—Two hours credit.

352—CHRISTIAN THEISM 2 *hours*

A rational, critical examination and evaluation of the basic presuppositions involved in the Christian view of God and the world.
Second semester. Two hours credit.

401—PHILOSOPHY OF PLATO 2 *hours*

A systematic treatment of the fundamental problems and principles of philosophy as found in the dialogues of Plato.
First semester. Two hours credit.

402—PHILOSOPHY OF ARISTOTLE 2 *hours*

A systematic treatment of the fundamental problems and principles of philosophy as found in the works of Aristotle.
Second semester. Two hours credit.

411—CONTEMPORARY PHILOSOPHY 2 *hours*

A study of some of the prevailing systems of philosophical thought in the twentieth century.
First semester.—Two hours credit.

452—PRO-SEMINAR 2 *hours*

The purpose of this course is to integrate knowledge of philosophic problems and principles, and to sharpen insight and critical ability in preparation for the comprehensive examination.
Second semester.—Two hours credit.

PHYSICAL EDUCATION

(Division of Education and Psychology)

May, Odle, Bradford, Strahl, Jones, Miller

An organized program of intramural athletics is carried on throughout the year. Opportunity is given for all to take part. The purpose is that a number of games may be learned and it is expected that the student attain a reasonable degree of skill in one or more. In season the following sports are encouraged: tennis, basketball, softball, track and baseball; and the following recreational sports: touch football, volleyball, table tennis, aerial darts, shuffleboard, horseshoes, archery, badminton, speedball, soccer, free throws, handball, and golf.

The college promotes a limited program of intercollegiate athletics. It fosters high standards of scholarship and sportsmanship for all that participate. Intercollegiate contests are held in football, basketball, baseball, track, tennis, cross-country, and golf

A physical examination is required of all new students and of all those who take part in athletics. There is no charge for this examination. An examination card, filled out and signed by the home physician making a satisfactory report of the condition of eyes, ears, nose, throat, heart, lungs, general health, etc., is accepted in lieu of this examination. If it is believed that the student's health will not permit his participation in this work, a signed statement to that effect from a physician must be filed in the Dean's office.

A white "gym" shirt, trunks, sweat shirt, and basketball shoes are regulation equipment for men. The regular department shirt and trunks should be bought if at all possible. It can be secured only upon the campus.

A blue, one-piece suit of Indian Head material and basketball shoes are regulation equipment for women. Any part or all of this equipment may be obtained after arrival.

General Physical Education (Courses 101, 102, 201, 202,) is required of all students, except in cases where presentation of doc-

tor's certificate of inability will allow substitution. A special fee is charged if these courses are delayed until the Junior or Senior year.

101, 102—GENERAL PHYSICAL EDUCATION 2 *hours*

Required of all Freshman men. Physical ability tests, exercises, sports and games

First and second semesters.—One hour credit each.

Required of all Freshmen women.

Free exercises, tactics and games.

First and second semesters.—One hour credit each.

112—THEORY AND PRACTICE OF PLAY 3 *hours*

Theories of various prominent play leaders of this and other countries are studied. Instruction is given for proper play program in order to develop skills and attitudes in class procedures. Materials of instruction for elementary physical education are stressed. Open to men and women.

Second semester.—Three hours credit.

122—FUNDAMENTALS OF NUTRITION 2 *hours*

Proteins, carbohydrates, fats and the vitamins are covered. Nutrition as it applies to physical education and wholesome living is given special study.

Second semester.—Two hours credit.

131—PERSONAL AND COMMUNITY HYGIENE 2 *hours*

Correct health practices in regard to the human body and the proper attitudes toward health in community living. Special emphasis is given to material that can be used in teaching health education. Open to men and women.

First semester.—Two hours credit.

141-142—MUSIC ESSENTIALS (See Music 111-112) 1 *hour*

152—ARTS AND CRAFTS (See Art 202) 2 *hours*

201, 202—GENERAL PHYSICAL EDUCATION 2 *hours*

Required of all Sophomore men. A continuation of Physical Education 101, 102. Calisthenics, sports, and games in their appropriate seasons are conducted.

First and second semesters.—One hour credit each.

Required of all Sophomore women. Free exercises, tactics, and recreational games. A continuation of Physical Education 101, 102.

First and second semesters.—One hour credit each.

212—COACHING OF SOFTBALL AND BASEBALL 2 *hours*

In the coaching of softball and baseball, theory and practice are both given emphasis. Demonstrations are presented and each position is carefully studied. Methods of promoting school softball and baseball programs are included.

222—COACHING OF WOMEN'S ATHLETICS 3 *hours*

Basketball, soccer, softball and tennis are the sports covered. Interpretation of rules, techniques used in these sports, coaching "hints" and clerical duties are thoroughly covered. This course prepares a woman student for a coaching position in these sports. Open to women only.

Second semester.—Three hours credit.

231, 232—GYMNASTIC EXERCISES 2 *hours*

Calisthenic drills, free exercise, tumbling, pyramids, apparatus work, and stunts. Skills are taught in performing these feats so that the student may better teach them. Open to men and women. First and second semesters.—Two hours credit each.

242—SAFETY EDUCATION 2 *hours*

A study of safety programs for school, home, and industry. Emphasis is placed on types of information available for use in making the public safety-conscious. Studies of surveys and statistics are included.

251-252—ZOOLOGY (See Biology 201-202) 4 *hours*

261—COACHING OF BASKETBALL 2 *hours*

Training rules, fundamentals, schedule making, care and choice of equipment, and techniques of team selection are included in this course. A study of offensive and defensive play is presented with emphasis on modern trends in basketball.

301—HISTORY OF PHYSICAL EDUCATION 2 *hours*

A history of the physical education movement designed to show the contributions of various countries to the development of our present physical education program.

302—ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION 3 *hours*

Methods of administering school health and physical education programs are studied, including such problems as methods of organizing varsity and intramural athletics, budgets, conferences, scouting, and care and purchase of equipment.

311, 312—HUMAN ANATOMY AND PHYSIOLOGY 3 *hours*

See Biology 311, 312.

322—TRAINING ROOM PRACTICE AND FIRST AID 2 *hours*

Practice in massage, taping, and strapping is given. A course for those who are primarily interested in becoming athletic trainers. Special practical training is given by requiring the students to act as trainers in the well equipped college training room. A study of emergency treatments is presented.

332—COACHING OF TRACK AND FIELD 2 *hours*

All track and field activities are discussed with demonstrations of technique and proper form for each. Further study is made in the care of injuries, purchase and care of equipment, scheduling, and management of track and field meets.

342—MINOR SPORTS 3 *hours*

Theory and participation in such sports as golf, table tennis, volleyball, swimming, tennis, badminton, and bowling are covered in this course. Coaching techniques, discussion of playing areas, and rules are stressed for each of these sports.

351—COACHING OF FOOTBALL 2 *hours*

A presentation of modern football systems including both the advantages and disadvantages is given. Game fundamentals such as punting, passing, blocking, and tackling are studied. Attention is also given to the care and purchase of equipment,

selection of squad, selection of managers, and selection and supervision of assistants.

401—TESTS AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION 2 *hours*

Instruction is given in the administering of tests in health and physical education. Strength tests, skill tests, endurance tests and anatomical tests are studied. Health knowledge and attitudes are discussed. Opportunity for individual research in the test and measurements field of physical education is given. Open to men and women.
First semester.—Two hours credit.

412—RHYTHMICS 2 *hours*

Training in rhythm for the student-teacher through the use of studies of folk play as it has developed in various countries; the arrangement of folk play materials at different grade levels; and training in conducting the rhythmic band; toy symphony; and rhythmic calisthenics.
Second semester.—Two hours credit.

422—DRAMATICS (See Speech 411, 412) 3 *hours*

432—COMMUNITY RECREATION 3 *hours*

A study of the promotion, planning and supervision of all types of recreational programs. Classification of activities and materials available are emphasized in this course.

452—PRO-SEMINAR IN PHYSICAL EDUCATION 2 *hours*

It is the purpose of this course to integrate and strengthen the student's work in his major field, to prepare him for the comprehensive examination, and to acquaint him with the methods employed in graduate work in the field of Physical Education.
Second semester.—Two hours credit.

PHYSICAL SCIENCE

(Division of Natural Sciences)
Bushey

201—SURVEY OF PHYSICAL SCIENCE 4 *hours*

This course presents astronomy, geography and geology, physics, and chemistry as a unified field of knowledge. The achievements of modern science and important discoveries of the past are discussed with special emphasis on basic principles and on methods of scientific reasoning. Three class periods and two hours laboratory each week.
First semester.—Four hours credit.

PHYSICS

(Division of Natural Sciences)
Nussbaum

Mathematics 341, 342 and Physics 211-212 are prerequisites for all Physics courses numbered above the 200 group. A major is not offered.

211-212—GENERAL COLLEGE PHYSICS 4 or 5 *hours*

Mechanics, heat and sound are studied in the first semester; and magnetism, electricity, modern physics and light are studied

in the second semester. Three class periods, and two or four hours laboratory per week. Prerequisite, one year of college mathematics or permission of instructor.
First and second semesters.—Four or five hours credit each.

232—HOUSEHOLD PHYSICS 3 *hours*
A course dealing with the applications of physics to the household. Careful consideration is given to the mechanics of heating, lighting, refrigeration, ventilation, and meters. Two recitations and two hours laboratory a week.
Second semester.—Three hours credit.

321—MODERN DEVELOPMENTS IN PHYSICS 3 *hours*
Major topics of consideration in the course are the electron, X-rays, radio-activity, quantum theory and other current theories of the structure of matter.
First semester.—Three hours credit.

332—ELECTRICAL MEASUREMENTS 3 *hours*
An advanced course in electricity and magnetism. Two class periods and two hours laboratory each week. Prerequisite, Physics 212 and Mathematics 341, or permission of the instructor.
Second semester.—Three hours credit.

POLITICAL SCIENCE

(Division of Social Sciences)
Olson

A minor in Economics and Political Science consists of sixteen hours of work, including the courses in Principles of Economics and United States Government, in the two departments.

201, 202—INTRODUCTION TO UNITED STATES GOVERNMENT 2 *hours*
This course affords a general survey of the American federal constitutional system. First semester: the foundations of American government and the executive, legislative, and judicial departments of the national government; second semester: the federal government's powers and functions, and state and local government. Open to Freshmen.
First and second semesters.—Two hours credit each.

301, 302—EUROPEAN GOVERNMENTS 2 *hours*
A study of the constitutions, organs of government, public administration, and political parties of the principal European powers. Great Britain and Russia are considered the first semester, and France, Italy, Germany and Switzerland the second semester.
First and second semesters.—Two hours credit each.

311—AMERICAN CONSTITUTIONAL HISTORY 3 *hours*
See History 371.

312—PUBLIC ADMINISTRATION 3 *hours*
A general survey of the field of public administration. Recruitment for the civil service, personnel management, organization of the administrative services, and administrative law and procedure are considered. Particular attention is given to United States federal and municipal administration.
Second semester.—Three hours credit.

411—INTERNATIONAL LAW 2 *hours*

The purpose of this course is to give the student an understanding of the principles and procedure governing the relations between nations. A study is made of the nature of international law, the organization of the community of nations, the substantive rules of international law and international procedure for the settlement of conflict of claims.

First semester.—Two hours credit.

422—HISTORY OF AMERICAN FOREIGN RELATIONS 3 *hours*

See History 422.

PSYCHOLOGY

(Division of Education and Psychology)

Miller, Cross

Psychology should acquaint the student with an understanding of human behavior.

A major consists of twenty-four semester hours and a minor of sixteen semester hours.

101-102—ORIENTATION AND PERSONAL HYGIENE

It is the aim of this course to assist the student in making those personal and social adjustments that are essential to college life and work. Consideration is given to the development of effective study methods, desirable personality traits, and to the principles involved in the solution of various personal and social problems. Required of all Freshmen.

First and second semesters.—No hours of credit.

201-202—GENERAL PSYCHOLOGY 2 *hours*

An introduction to the fields of intelligence, emotions, motivation and sensation. Required of all students, and should be taken in the sophomore year.

First and second semesters.—Two hours credit each.

241—EDUCATIONAL PSYCHOLOGY 3 *hours*

Treatment of factors favorable and unfavorable to learning. See Education 241.

First semester.—Three hours credit.

321—SOCIAL PSYCHOLOGY 3 *hours*

A study of the motives which form the basis of man's social life.

First semester.—Three hours credit.

331—CHILD PSYCHOLOGY 2 *hours*

A study of childhood, dealing with the intellectual, emotional, moral and religious life of the child.

Second semester.—Two hours credit.

332—ADOLESCENT PSYCHOLOGY 2 *hours*

A study of the physical, mental, and spiritual development of high school youth.

Second semester.—Two hours credit.

401—PSYCHOLOGY OF PERSONALITY 3 *hours*

An analysis of the structure of personality.

First semester.—Three hours credit.

402—MENTAL HYGIENE 3 *hours*
A study of the nature, causes and treatment of major and minor mental disorders.
Second semester.—Three hours credit.

432—MODERN PSYCHOLOGICAL SCHOOLS 2 *hours*
A discussion of the psychology of William James, of Gestalt psychology, psychoanalysis and behaviorism.
Second semester.—Two hours credit.

421—PSYCHOLOGY OF RELIGION 3 *hours*
The nature, origin, and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate the subjective and objective factors in religious experience. Symbolism, ritual, and ceremonial are considered in relation to religious and spiritual values. Mysticism in its various forms is studied with an attempt to find its essential elements. The Christian religious experience in childhood, adolescence, and adulthood receives attention. Prerequisite, Psychology 201-202.
First semester.—Three hours credit.

451, 452—PRO-SEMINAR IN PSYCHOLOGY 1 *or* 2 *hours*
The course is planned to provide for individual differences in interests and for preparation for the comprehensive examination. Open to Seniors with a major in Psychology.
First and second semesters.—One or two hours credit.

461, 462—INDEPENDENT READING AND STUDY COURSE 1 *or* 2 *hours*
An honors course. Registration upon permission of instructor.
First and second semesters.—One or two hours credit each.

RELIGION

(Division of Philosophy and Religion)

Rediger, Charbonnier, Crose, Forrest, Kleis, Miller, Phinney

A major in this department consists of thirty hours, and a minor consists of twenty hours. Students majoring in the department should choose a core of concentration of approximately twenty hours in one of the sub-divisions of the department. Not more than six hours of lower division credit may be applied toward the concentration area and at least five hours of upper division credit must be earned in the smaller area of the major field.

A minor of twenty hours, at least twelve of which should be upper division credit, may be chosen in any of the divisions of the department or a minor may be composed of ten hours chosen from each of two of the sub-divisions.

Biblical Literature

121—NEW TESTAMENT SURVEY 3 *hours*
Special attention is given to the Graeco-Roman world as the background of the New Testament and the Christian movement. A perspective is given of every book, thus affording the student a working knowledge of the New Testament. Methods of book

study, consistent with the various types of New Testament literature, are practiced.
First semester.—Three hours credit.

122—OLD TESTAMENT SURVEY 3 *hours*

This course is designed to acquaint the student with the scope and significance of Old Testament history and to awaken an appreciation of the great events, personalities, and institutions of Jewish history. The study stresses the various types of literature and opens up the wealth of material for devotional and practical purposes. A special feature of the course is the art and principles of studying books as organized wholes and of seeing each as related to other books and to the Bible as a whole.
Second semester.—Three hours credit.

231—THE HARMONY OF THE GOSPELS 3 *hours*

A study of the four Gospel narratives with a view of discovering the contribution which each makes to The Gospel. A brief perspective on the whole Bible prefaces the work of the course. There is also a review of the Graeco-Roman world as it existed at the time of the birth of Christ. The Person, work and teachings of Christ are given careful treatment. Attention is given to authorship, date, purpose and peculiarity of each book.
First semester.—Three hours credit.

232—THE ACTS 3 *hours*

The history of the early church with its missionary movements is carefully studied. The antecedents of Christianity are noted. The reactions of the early church to the teachings of Christ, and the practical outworkings of Christian faith are carefully traced.
Second semester.—Three hours credit.

321, 322—OLD TESTAMENT LITERATURE 3 *hours*

During the first semester the Pentateuch is studied, with special attention to Genesis, with its account of origins—the origin of the cosmos, man, sin, salvation, nations, etc. The Semitic backgrounds are studied briefly, so as to better orient the student into the Old Testament. The second semester is a study of Hebrew poetry of various types, including the poetical books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Lamentations, Song of Solomon.
First and second semesters.—Three hours credit each.

331—PAULINE EPISTLES 3 *hours*

The Doctrinal, Pastoral and Personal Epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle.
First semester.—Three hours credit.

332—HEBREWS, GENERAL EPISTLES, REVELATION 3 *hours*

Attention is given to the problems of the authorship of Hebrews and its relation to the ceremonial of the Old Testament. The authorship, time, and background of each of the General Epistles is studied. The contribution of each book to the New

Testament doctrine is evaluated. A study is made of the place of Revelation in the New Testament canon and its relation to the Bible as a whole. Various interpretations of the book are noted and a correct interpretation is sought.
Second semester.—Three hours credit.

371—BIBLE HISTORY AND GEOGRAPHY 2 *hours*
The geography of the Holy Land is studied in relation to both Old and New Testaments. The historical books of the Old Testament and the history of the inter-testament period are given special consideration.
First semester.—Two hours credit.

401, 402—OLD TESTAMENT PROPHECY 2 *hours*
A study of Isaiah with reference to the historical background and the Messianic message. The problem of the unity of the book is given careful consideration, together with a study of the two great contemporary prophets of the Exile, Jeremiah and Ezekiel. The second semester is devoted to the study of the minor prophets and Daniel.
First and second semester.—Two hours credit each.

412—THE HOLY SPIRIT 2 *hours*
It is of utmost importance that a clearer understanding of the person and work of the Holy Spirit be had, both by ministers and laymen. The neglect of the teaching concerning the Holy Spirit, and the fanatical movements, as well as the importance of the matter of dispensations, demand this. The Holy Spirit as a person, as a member of the Godhead, and His ministrations during the present dispensation are carefully studied.
Second semester.—Two hours credit.

452a—PRO-SEMINAR 2 *hours*
A pro-seminar course arranged to correlate and integrate the subjects in the student's field of concentration. Speical assignments are made for research in particular fields. Open to majors in religion with a concentration in Biblical literature.
Second semester.—Two hours credit.

Christian Education

201—PRINCIPLES OF CHRISTIAN EDUCATION 2 *hours*
The student in this course seeks for the principles underlying a real Christian philosophy of life. The course gives vitally helpful instruction in the training of teachers for the home, the Church School, and all other schools.
First semester.—Two hours credit.

202—ORGANIZATION AND ADMINISTRATION OF CHRISTIAN EDUCATION 2 *hours*
Beginning with a brief survey of the history of Christian Education, this course will deal with the theory and practice of Christian Education in the local church. The purpose will be to seek to understand the application of the best methods of organizing and administering Christian Education through the Bible school, the Daily Vacation Bible School, and weekday religious education in connection with the public school.
Second semester.—Two hours credit.

301—HOMILETICS 3 *hours*

A course arranged to give early homiletical help to those who are being led into the Christian ministry or any of the sacred callings. Consideration is given to the theory of homiletics, and is interspersed with practice in sermon outlining, sermon delivery and the various functions of the minister.
First semester.—Three hours credit.

302—PASTORAL MINISTRIES AND PRACTICES 3 *hours*

This course is intended as an introduction to the work of the pastor. It deals with such problems of pastoral practices as the church office, files, records, correspondence, budgets, care of church property, and executive leadership. It deals with such problems of pastoral ministries as worship, calling, counseling, and personal evangelism, conducting of regular and special services.
Second semester.—Three hours credit.

311—CHILD PSYCHOLOGY (See Psychology 331) 2 *hours*

312—ADOLESCENT PSYCHOLOGY 2 *hours*
(See Psychology 332)

381, 382—MATERIALS AND METHODS 2 *hours*

During the first semester consideration is given to the Psychology of childhood as related to religious training, the gradation of materials for the religious education of children and the methods by which these materials may be most effectively presented to the child. During the second semester the course deals with the same factors on the level of youth and adults.
First and second semester.—Two hours credit each.

411—PSYCHOLOGY OF RELIGION 3 *hours*
(See Psychology 421)

441, 442—GUIDANCE IN FIELD WORK 1 *to* 3 *hours*

This course aims to provide supervision and direction for advanced students doing field work as directors of religious education in churches, pastors of churches, and other services approved by the head of the department. The course consists of written reports and plans by the student on his field service and conferences and seminars with the instructor and other students. Prerequisites: Completion of, or registration in, either 201, 202, 301, or 302.
First and second semesters.—One to three hours credit each.

452b—PRO-SEMINAR 2 *hours*

A course which correlates the work taken in the field of Christian Education. Reading and research in areas in Christian Education in which the student needs broader backgrounds will be provided. Practical helps in planning and administering the educational work of the church will be given. Open to majors in Religion with a concentration in Christian Education.
Second semester.—Two hours credit.

462—COMMUNITY RECREATION 3 *hours*
See Physical Education 432.

Church History and Missions

221—HISTORY OF CHRISTIAN MISSIONS 3 *hours*

A historical survey of the missionary activities of the Christian Church from their beginning to the present time. Special attention is given to their development since the reformation and the renewed activities of the nineteenth and twentieth centuries.
First semester.—Three hours credit.

222—WORLD MISSION OF THE CHURCH 3 *hours*

A survey of the contemporary status of the Christian Church in various countries, including latest developments of the international movements which are affecting the world aspect of the church. Recommended for students preparing for Christian service.
Second semester.—Three hours credit.

341, 342—HISTORY OF THE CHRISTIAN CHURCH 3 *hours*

The history of the Christian church from its beginning until the present. Emphasis is placed upon the Apostolic Church, the medieval church, Renaissance and Reformation, Post Reformation changes, the growth of denominationalism, the church in America, the growth of the ecumenical movement.
First and second semesters.—Three hours of credit each.

361, 362—BIBLICAL ARCHAEOLOGY 2 *hours*

In this course the results of the archaeological explorations of the last century in Palestine, Babylonia, Egypt and other countries are studied. To observe the bearing of the discoveries upon the historicity and general trustworthiness of the Bible is one of the objects of the course.
First and second semesters.—Two hours credit each.

391—THE PHILOSOPHY OF CHRISTIAN MISSIONS 2 *hours*

A study of the philosophy of Christian missions from the time of Christ to the present, giving attention to the various motivating factors. An attempt is made to analyze the implications of the Great Commission as it affects the missionary program of the church in the world today.
First semester.—Two hours credit.

392—MISSIONARY METHODS 2 *hours*

This course aims to make a comparative study of the most approved methods of missionary work with respect to fields and types. Evangelistic, medical, literary, educational, and industrial work as conducted in the different fields are carefully studied.
Second semester.—Two hours credit.

431, 432—COMPARATIVE RELIGION 2 *hours*

A study of the origin of religion noting especially the two opposing theories, examining the supposed grounds for the support of these antagonistic systems. This is followed by a study of the origin, growth, and classification of the ethnic religions and of the higher types of the non-Christian religions. Comparisons and contrasts are made among them .
First and second semesters.—Two hours credit each.

452c—PRO-SEMINAR 2 *hours*

A pro-seminar course arranged to correlate and integrate the subjects in the student's field of concentration. Special assign-

ments are made for research in particular fields. Open to majors in religion with a concentration in Church History and Missions. Second semester.—Two hours credit.

Biblical Philosophy and Theology

372—ETHICS (See Philosophy 301) Required for major 3 *hours*

351—CHRISTIAN EVIDENCES 2 *hours*

A study of the reasons why the Bible is believed to be the Word of God, in the light of both internal and external proofs. Consideration is given to alternate views of the Bible, and various interpretations of life. The adequacy of the Christian faith as a practical and intelligent interpretation of life is emphasized. First semester.—Two hours credit.

352—CHRISTIAN THEISM (See Philosophy 352) 2 *hours*

421-422—PHILOSOPHY OF RELIGION 2 *hours*
(See Philosophy 321-322)

461-462—CHRISTIAN THEOLOGY 2 *hours*

This course is introduced by a study of the working principles and methods of Biblical interpretation. The doctrines of Christianity are systematically presented and studied in relation to the various disciplines of human knowledge. Recommended for majors in religion.
First and second semesters.—Two hours credit each.

SOCIOLOGY

(Division of Social Sciences)
***Dunn, Decker**

Sociology is a study of groups and group relationships. This includes the five basic institutions (home, church, school, government, and occupation) and their relation to the complexity of modern life. Sociology applied professionally to the problems of life is social work. Courses designated as receiving welfare credit indicate that these courses need to be included in the curriculum of a student who wishes to meet the undergraduate standards of the National Association of Schools of Social Administration.

A major consists of twenty-four semester hours. Course 101-102 is a prerequisite to all other courses in the department.

101-102—INTRODUCTION TO SOCIETY 2 *hours*

A general survey of the biological, physical, psychological, and cultural factors in the development of human society; the social processes; social organization and social control.
First and second semesters.—Two hours credit each.

211—AMERICAN MINORITIES 2 *hours*

A study of the major and minor migrations to America, viewing their distinctive characteristics and contributions to American culture. The Negro is considered in the light of these facts as are the other races whose physical appearance constitutes a symbol that easily builds up prejudice.
First semester.—Two hours credit.
*Absent on leave.

222—COMMUNITY ORGANIZATION 2 *hours*
A study embracing the structure, function, and administration of organizations in American communities such as interest groups, non-profit philanthropic agencies, community chests, schools, and churches. It is designed to be especially helpful to student pastors and pre-social work majors. (Welfare credit)
Second semester.—Two hours credit.

231—HUMAN ECOLOGY 2 *hours*
A survey of the sociology of rural and urban life. The psychology, social values, standards of living, types and pathologies of both areas are noted, compared and contrasted. The impact of growth and change in each area as it relates to the other is evaluated carefully.
First semester.—Two hours credit.

232—RURAL SOCIAL WELFARE 2 *hours*
A study of the social and economic features that affect social welfare in the rural community. Attention is given also to the kind of social services available to rural people.
Prerequisite 231. (Welfare credit.)
Second semester.—Two hours credit.

302—LABOR HISTORY AND PROBLEMS 3 *hours*
(See Economics 302)

311—SOCIAL PSYCHOLOGY 3 *hours*
See Psychology 321.
First semester.—Three hours credit.

312—POPULATION PROBLEMS 3 *hours*
A study of early theories and policies of population; the growth of population; the social factors of the birth and death rates; the social and biological significance of the differential birth rate and the problem of quality involved in the differential growth of the economic and social classes.
Second semester.—Three hours credit.

321—CRIMINOLOGY 3 *hours*
The causes and costs of crime; the theories of punishment; penal institutions; the police and the detection of crime; the modern treatment of the criminal.
First semester.—Three hours credit.

332—THE FIELD OF SOCIAL WORK 3 *hours*
A course in which the principles of sociology are applied to current social problems. It is designed especially for social workers, teachers, ministers and other community leaders. (Welfare credit)
Second semester.—Three hours credit.

401—SOCIAL SERVICES TO INDIVIDUALS I 2 *hours*
An introduction to the basic principles and processes of social case work and methods of interviewing. Welfare credit may be had by those who take Sociology 402.
First semester.—Two hours credit.

402—SOCIAL SERVICES TO INDIVIDUALS II 2 *hours*
This course is a continuation of Sociology 401 and is intended to supplement it by giving the student a definite field for practical

observation of public welfare agencies in operation. The student will obtain this practical knowledge by spending approximately sixty clock hours in the Public Welfare Department of either Grant County or Wells County. Under the supervision of a competent director, he will be able to observe the work of the various divisions of the department. He will learn through active participation in the work of the department as well. Open to majors in sociology. Pre-requisite, Sociology 401.
Second semester.—Two hours credit.

411—THE FAMILY 3 *hours*

A survey of the history of the family; the psychology of family relationship and adjustments; the economic and social influences determining the changed status of the members of the family to each other; factors causing family instability, and some suggestions for the conservation of the family.
First semester.—Three hours credit.

412—CHILD WELFARE 3 *hours*

A critical study of the various factors influencing the development of the child's personality and analysis of the environmental and educational factors which may influence behavior. Attention is also given to the needs of children in relation to child welfare agencies and the methods employed by them. (Welfare credit only if social case work is included in the student's curriculum.)
Second semester.—Three hours credit.

441, 442—READING COURSE 1 or 2 *hours*

Open to seniors only. Directed reading in the field of the student's major interest. (Welfare credit given if the reading is done in the history of American social welfare.)
First or second semesters.—One or two hours credit.

451, 452—SOCIAL PROBLEMS (PRO-SEMINAR) 1 or 2 *hours*

A course dealing with the major problems of contemporary American society. Intensive reading and investigation by the student on some definite assigned problem. Papers, reports and class discussion. Prerequisite, sixteen hours in Sociology and consent of instructor.
First and second semesters.—One or two hours credit each.

SPANISH

(Division of Language and Literature)

Rayle, Phinney

A major in Spanish consists of twenty-six semester hours, and a minor consists of eighteen hours. A course in Modern European History or Latin American History is suggested for those majoring in Spanish.

101-102—ELEMENTARY SPANISH 4 *hours*

Drill in grammar, composition, and conversation.
First and second semesters.—Four hours credit each.

201-202—INTERMEDIATE SPANISH 3 *hours*

Review of Spanish grammar. Readings from Spanish and Spanish-American authors with exercises in composition and conversation.
First and second semesters.—Three hours credit each.

PRESIDENT'S HOME

301—SPANISH CONVERSATION AND COMPOSITION 3 *hours*
A practical course in which oral drill work is emphasized.
First semester.—Three hours credit.

302—CONTEMPORARY SPANISH-AMERICAN FICTION 3 *hours*
A study of some of the important novels and short stories of the leading writers of Latin America from 1914 to 1943.
Second semester.—Three hours credit.

311, 312—SURVEY OF SPANISH LITERATURE 3 *hours*
A study of Spanish literary history from the middle ages to contemporary writers.
First and second semesters.—Three hours credit each.

401, 402—THE GOLDEN AGE IN SPANISH LITERATURE 3 *hours*
The reading and critical study of representative literary masterpieces of the Golden Age in Spain.
First and second semesters.—Three hours credit each.

441, 442—READINGS IN SPANISH LITERATURE 1 or 2 *hours*
Independent study with frequent conferences with the instructor. The purpose of the course is to guide the student into a wider field of literary study.
First and second semesters.—One or two hours credit each.

451, 452—PRO-SEMINAR IN SPANISH 1 or 2 *hours*
A study designed to correlate Spanish courses previously taken, with additional reading and library work.
First or second semesters—Two hours credit.

SPEECH

(Division of Language and Literature)

Unger

A major in speech consists of twenty-four hours, and a minor consists of sixteen hours.

101-102—FUNDAMENTALS OF SPEECH 2 *hours*
A course designed to develop an understanding of the basic principles of speech and proficiency in their use. The aim is to lay a foundation in the fundamental speech skills which are common to radio, dramatics, public speaking, and interpretation, skills which enter into all speaking and reading: the proper use of the voice, bodily action, the selection and organization of materials, and speaker-listener relationships.
First and second semesters.—Two hours credit each.

201, 202—ANALYSIS AND INTERPRETATION OF LITERATURE 2 *hours*
A course for the development of adequate mental and emotional responsiveness to the meaning of literature and the ability to express that meaning through voice and action.
First and second semesters.—Two hours credit each.

211, 212—PLAY PRODUCTION 3 *hours*
A course covering the basic techniques of play production. A general survey of dramatics is followed by laboratory exercises

in stage movement, business, characterization, and made-up as applied to one-act plays. The second semester course aims to give the student a knowledge of one or more of the plays of Shakespeare followed by the production of one.
First and second semesters.—Three hours credit only.

221, 222—SPEECH CORRECTION 2 *hours*

A course for the correction of speech inadequacies and defects.
First and second semesters.—Two hours credit each.

241—ARGUMENTATION AND DEBATE 3 *hours*

A study of the principles of argumentation, evidence, proof, brief-drawing and persuasive speaking. Class discussions on topics of current interest.
First semester.—Three hours credit.

242—INTERCOLLEGIATE DEBATING 1 *hour*

Open only to those who participate in intercollegiate debating, with meeting at least once a week. Speech 241 in prerequisite to this course, except by permission of the Dean and the Professor of Speech.
Second semester.—One hour credit.

301, 302—SPEECH COMPOSITION AND DELIVERY 2 *hours*

An advanced course in public speaking dealing with the composition and delivery of the extemporaneous speech, with emphasis on the analysis of speech models and the preparation of speeches for special occasions.
First and second semesters.—Two hours credit each.

321—PLATFORM ART 2 *hours*

A course designed to meet the needs of those who wish to become readers, impersonators, story tellers, interpreters of plays and various types of literature, lecturers, and news commentators. The course includes research for material and the arrangement of material for platform presentation.
First semester.—Two hours credit.

331, 332—FUNDAMENTALS OF RADIO BROADCASTING 2 *hours*

A lecture-laboratory course covering the basic techniques of radio acting, writing, announcing, and directing. In addition to the regular class and laboratory work, each student will receive practical training through participation in programs and activities.
First and second semesters.—Two hours credit each.

401—SPEECH IN THE PULPIT 2 *hours*

A study of the various forms of pulpit discourse and sermons of great preachers with practice in the preparation and delivery of sermons. Attention also is given to the reading of the Scriptures and of hymns.
First semester.—Two hours credit.

402—ADVANCED INTERPRETATION 2 *hours*

A study of Browning and the monologue. Discussions of Browning's type of literature and its influence upon modern poetry. Practice in the presentation of some of Browning's monologues.
Second semester.—Two hours credit.

411, 412—PRINCIPLES OF DRAMATIC ART 3 *hours*

A course for those who direct, or expect to direct, high school plays. It deals with the selection of plays, casting, stage-craft, make-up, lighting, and stage effects.

First and second semesters.—Three hours credit each.

451, 452—CORRELATION COURSE IN SPEECH 1 *or* 2 *hours*

A study designed to correlate Speech courses previously taken and to lead to research and comprehensive examination.

First and second semesters.—One or two hours credit.

PRIVATE LESSONS 1 *hour*

In these courses special attention is given to the individual student's needs in speech at the discretion of the Professor of Speech.

First and second semesters.—One hour credit each.

Graduates and Honor Students

Degrees conferred June 8, 1948

DEGREES IN COURSE

BACHELOR OF ARTS

William Rodney Abram
Blanchard E. Amstutz
Helen Clara Armstrong
Bryce Bernell Augsburger
Florence Branch
Ruth Eileen Brose
Mary Grace Brown
Wesley Mason Bullis
Tom Warren Carpenter
Dorothy Jeanne Clark
John Herbert Clark
Betty Lou Coats
Harold M. Curdy
Monroe Anderson Duffie
Floyd A. Emshwiller
Dorcas Rosalie Galbraith
Lois Ina Harris
LaVern Marie Hein
Anna Louise Hochstettler
Dorothy Delores Horn
William Lawrence Hunt
Donald Lloyd Jansen
Martha Jo Ann Johnson
Lester W. Kennedy
Don Wade Klopfenstein
Esther Kvanvik
Martha Mae Ladd
Vernon L. Macy
Veryl Pallas Macy
Ingeborg Madsen
Robert L. Morris
Donna Jean Mougin
Elsie Anna Mundinger
Ralph David Perry
Martha Joan Powell
Alyce Marie Rocke
Harold O. Salseth
Bernice Aileen Schell
Ruth Ellen Shugart
Raymond A. Stair
Oliver James Steiner
John Davis Sutton
Helen Maurer Tanner
Merton Wagner Tanner
Garfield H. Thompson
Clyde A. Trumbauer
Ruth Marian Waldin
Mary June Weber
Ida Wessman
Robert W. Whitehead
Bertha Elizabeth Wilcox
Lloyd Edward Willert
Mary Helen Zimmerman
Paul L. Zook

BACHELOR OF SCIENCE IN EDUCATION

Elsa M. Johansen Abram
Arthur Gunnar Carlson, Jr.
M. Adelle Davis
Vera Jean Fesmire
Calvin R. Fleser
Ruth Esther Griffith
Miriam Zercher Heisey
Donald C. Hubbard
Frances Dolores Johnson
James Myers Mitchell
Charles Arthur Tharp
Catherine Wright

Honorary Degrees

DOCTOR OF DIVINITY DEGREE

The Rev. D. Joseph Imler
Pres. Victor Raymond Edman

ACADEMIC HONORS

Cum Laude

Helen Clara Armstrong
Calvin R. Fleser
Dorothy Delores Horn
Donna Jean Mougin
Martha Joan Powell
Ruth Ellen Shugart
Oliver James Steiner
Helen Maurer Tanner
Ida Wessman
Robert W. Whitehead

JUNIORS 1947-48

Students who have earned an average of 2.3 quality points per semester hour for the year.*

Boyer, Dorothy
Carver, Frank
Chambers, Beatrice
Dober, Virginia
Grant, Mary
Hoff, Paul
Ingwerson, Dorothy
Lageer, Eileen
Lingenfelter, Frances
Mize, Louisa
Murphey, Robert
Nussbaum, Elmer
Petch, Rhena
Rich, Norval
Ross, Arthur
Sherman, Margaret
Steiner, Daniel
Strohm, Ruth
Sullivan, Mark
Thornburg, Edward
Van Horn, Omah Jean
Whitehead, Lucretia
Wiggins, Herbert
Williams, Donna
Williams, Lois

SOPHOMORES 1947-48

Students who have earned an average of 2.0 quality points per semester hour for the year.*

Anderson, Wallace
Brock, Patricia
Burmeister, Shirley
Burtner, Charlotte
Christensen, Arthur
Collins, Milton
Cook, Norman
Cramer, Albert
Ditmer, Richard
Egle, Merlyn
Fenstermacher, Robert
Gilbert, Mae Jean
Good, Wallace
Heroy, William
Hoag, Donald
Jackson, Gilbert
Johnson, Doris
Johnson, Gordon W.
Johnson, William
Kwon, Nelson
Launstein, Donald
Luthy, Frederick
Sikma, Barney
Slagg, Adeline
Slagg, Elinore
Slagg, Martha
Steiner, Paul
Stephens, William
Stewart, Jeanellen
Van Valkenberg, Dalton
Walden, Donald
Warner, Timothy
Wendel, Robert
Wertz, Carl
Zischke, Reva

FRESHMEN 1947-48

Students who have earned an average of 2.0 quality points per semester hour for the year.*

Apple, Gerald
Baldridge, Bob
Berry, William
Bohleen, Reynold
Campbell, Kenneth
Elissa, Jeanette
Ewing, Bonnie
Forbes, Colin
Foust, Patricia
Gardner, Erma
Green, Lorna
Harrington, Frederick
Hay, Frances
Hunter, Clyde
Ische, John
Johnson, Merry Lynn
Knowles, Elaine
Lochner, Keith
Miller, Carlton
Munson, Marian
Nelson, Leah
Nussbaum, Milo
Oliver, Dan
Rupp, C. L.
Schenck, Robert
Scott, Walter
Shilling, Charlotte
Shilling, John
Shook, Marilyn
Smith, Roger
Snooks, Lauradean
Snyder, Paul
Snyder, Ross
Sorg, Benjamin
Svaan, John
Thompson, Betty
Weed, Lois
Weigand, Thomas

*Three quality points are given for each semester hour credit of A; two quality points for grade of B; one quality point for grade of C; and O quality point for grade of D, the lowest passing grade.

Student Roll

1948-1949

POSTGRADUATE STUDENTS

Hein, LaVern ..... Michigan
Johnson, Martha ..... Indiana
Trumbauer, Clyde ..... Iowa

SENIORS

Alnor, Warren ..... New Jersey
Anderson, Wallace ..... Indiana
Beischer, Genevieve ..... Michigan
Bertsche, Evan ..... Illinois
Bontrager, John ..... Indiana
Boyer, Dorothy ..... Missouri
Busch, Martha ..... North Dakota
Carver, Frank ..... Nebraska
Chambers, Beatrice ..... New York
Cleveland, Wilbur ..... Illinois
Clevenger, Roger ..... Indiana
Coburn, Maurice ..... Iowa
Cockman, Marvin ..... North Carolina
Decker, Clyde ..... Nebraska
Dixon, Carol ..... Michigan
Dober, Virginia ..... Ohio
Fennig, Leon ..... Indiana
Frank, Glenn ..... New York
Gaerte, Shirley ..... Indiana
Gerig, Gaylord ..... Indiana
Gerkin, Inez ..... Illinois
Gilbert, Mrs. J. R. ..... Florida
Goff, Vernon ..... Nebraska
Grant, Mary ..... California
Hambidge, John ..... Indiana
Hanson, June ..... North Dakota
Henthorn, Robert ..... West Virginia
Herber, Eunice ..... Michigan
Hesler, Jerry ..... Indiana
Hoff, Paul ..... Illinois
Holmgren, Shirley ..... New York
Hunt, Byron ..... Indiana
Ingwerson, Dorothy ..... Nebraska
Ireland, Betty ..... Michigan
Johnson, Velna ..... Rhode Island
Jukoff, Natalie ..... Ohio
Keys, Jeanne ..... Indiana
Kimbrough, Bill ..... Michigan
Kinstler, Betty ..... Michigan
Kramer, Marion ..... Ohio
Lageer, Eileen ..... Canada
Leary, Marjorie ..... New Jersey
Long, Robert ..... Ohio
Marden, Norman ..... Indiana
Mellon, Dolores ..... Illinois
Miller, Genevieve ..... Illinois
Miller, Stella ..... Indiana
Mize, Louisa ..... New Jersey
McHatton, Glenn ..... Arizona
Nussbaum, Elmer ..... Indiana
Petch, Rhena ..... Canada
Peterson, Vernon ..... Illinois
Polson, Curth ..... Illinois
Polson, John ..... Indiana
Poser, Edward ..... Ohio
Prough, Frances ..... Indiana
Rich, Norval ..... Indiana
Rigel, Benjamin ..... Indiana
Roesler, Myra ..... Minnesota
Runyon, Ellsworth ..... Indiana
Schaeffer, Prince ..... Indiana
Shackley, Paul ..... Pennsylvania
Sheagley, Wanita ..... Indiana
Sherman, Margaret ..... Michigan
Spaulding, Merton ..... Indiana
Steiner, Daniel ..... Ohio
Stockman, John ..... Ohio
Strahl, John ..... Ohio
Strohm, Ruth ..... Minnesota
Thornburg, Edward ..... Indiana
Van Horn, Omah ..... Indiana
Walter, Cora Mae ..... Ohio
Weaver, Mary Margaret ..... Indiana
Westing, Alice Mae ..... Michigan
Whittam, Douglas ..... New York
Wiggins, Herbert ..... Indiana
Wilkins, Merlin ..... Indiana
Williams, Donna ..... North Dakota
Williams, Lois ..... Illinois
Witmer, Evangeline ..... Indiana
Zart, Harold ..... Wisconsin
Zinke, Lydia ..... New York

JUNIORS

Anderson, Lillian ..... Michigan
Baker, Charles ..... West Virginia
Bantz, Doris ..... Indiana
Barkley, Jean ..... Pennsylvania
Beattie, Harold ..... Michigan
Beghtel, Jane ..... Indiana
Berg, Eunice ..... North Carolina
Bolles, Edgar ..... New York
Brandt, Marjory ..... North Dakota
Brock, Patricia ..... Ohio
Buck, Opal ..... Rhode Island
Burtner, Charlotte ..... Pennsylvania
Cash, Lyndell ..... California
Charles, Bruce ..... Michigan
Chesterman, Harold ..... Indiana
Christensen, Arthur ..... Illinois
Christensen, Jeanellen ..... Illinois
Ciarcia, Jerry ..... Connecticut
Clark, Barbara ..... Iowa
Copley, Elmer ..... Ohio

Coughenour, J. Robert—Indiana
Cox, Raymond, Jr.—Indiana
Cramer, Albert—Iowa
Daugherty, Carl—New Jersey
Dexter, Theodore—New York
Driscoll, Alma—Florida
Dye, Virginia—Illinois
Egle, Merlyn—Illinois
Egly, Chloetta—Indiana
Enright, Dolores—Illinois
Erdel, Paul—Indiana
Fenstermacher, Robert—Indiana
Fields, Lewis—Iowa
Gerig, Emerald—Indiana
Gilbert, Mae Jean—Florida
Gleason, Clair—Indiana
Good, Wallace—Kansas
Grabill, Paul—Indiana
Hansen, Robert—Iowa
Hartman, Dorothy—Florida
Hassell, Carl—New York
Hayden, William R.—Ohio
Hess, Dillon—Nebraska
Hoberg, Arlene—Pennsylvania
Hopson, Jackie—Arkansas
Hopwood, David—New York
Hutchens, Daniel—Michigan
Ische, John—New York
James, Polly—Kentucky
Jamieson, William—New York
Jenkins, Harold—Pennsylvania
Jensen, Gordon—Minnesota
Jessup, Joy—Indiana
Johnson, Arles—Minnesota
Johnson, Gordon W.—North Dakota
Kahler, Alfred—New York
Kile, Joan—Minnesota
Knowles, Jean—Pennsylvania
Korver, Peter—Michigan
Latham, Helen—Iowa
Launstein, Donald—Michigan
Leeman, Rollie—Indiana
Lingenfelter, Frederick—Michigan
Lucas, Elizabeth—Indiana
Luthy, Frederick—Ohio
Marcum, Calvin—Illinois
Martin, Phyllis—Florida
Meier, Gwen—North Dakota
Meredith, Clyde—Indiana
Merian, Robert—New York
Miller, William—Indiana
Millhisler, Elaine—Michigan
Mix, Arthur—Michigan
MacIver, M. Leigh—Wisconsin
McElwee, James—Ohio
Ng, William—Pennsylvania
Norris, Mary—Ohio
Powell, Harold—Pennsylvania
Rasmussen, Lyle—Indiana
Regier, Gertrude—Minnesota
Rice, Carl—Indiana
Robinson, A. Ruth—Indiana
Robinson, Wesley—Michigan
Rupp, C. L.—Indiana
Salter, Stanley—Indiana
Samuels, Ivan—British W. Indies
Selby, Floyd—Illinois
Shrout, Eugene—Indiana
Shy, Edward—Michigan
Sidey, Thomas—New York
Sikma, Barney—Illinois
Simmons, Alice—North Carolina
Slagg, Martha—North Dakota
Smith, Ann—Ohio
Smith, Florence—Indiana
Spahr, Richard—Indiana
Stanley, Elizabeth—Indiana
Steiner, Paul—Indiana
Steiner, Royal—Indiana
Tinkle, David—Indiana
Townsend, Lowell—Indiana
Upton, Goldie—North Carolina
Veenstra, Virginia—Michigan
Volstad, Barbara—Montana
Warner, Timothy—Iowa
Warton, Ruth—New York
Weiss, Eric—Ohio
Wendel, Robert—Indiana
Wertz, Carl—Ohio
Williams, Darrell—Illinois
Wimberly, Jeanne—Nebraska
Wyant, Donald—Indiana
Wyant, Marjorie—Indiana
Young, Jo—Indiana
Zischke, Reva—Michigan

SOPHOMORES

Adams, Robert—North Dakota
Alford, Reginald—New York
Andrews, John Leon—Wisconsin
Arnold, Henry—Michigan
Baker, Floyd—New York
Balding, Loretta—Illinois
Barber, Kathryn—Pennsylvania
Bartow, Mavis—Michigan
Bauer, Truman—Nebraska
Beers, Phyllis—Ohio
Berk, Harold—Michigan
Berry, William—New Jersey
Birchmier, Charles—Indiana
Blomgren, Gerald—Illinois
Bloom, E. Viola—Ohio
Bohleen, Reynold—Minnesota
Brenneman, M. Zoe—Iowa
Brose, Elizabeth—Ohio
Brown, David—Illinois
Broyles, Wilma—Indiana
Burns, George—Maine
Burns, Lewis—Michigan
Burry, Vilas—Indiana
Bushey, Alieda—Indiana
Butler, Dorothy—Minnesota
Campbell, Robert—Illinois
Carter, Bessie—North Carolina
Clinton, Ulee—Wisconsin
Cofield, Malvin—Indiana
Collins, Margaret—Ohio
Cook, Norman—Indiana
Cook, Phyllis—Indiana
Cornelius, Alexander—Norway
Darby, Eugene—Indiana
Davison, Paul—Indiana
Deich, David—Indiana
Elissa, Jeannette—Palestine
Esau, Daniel—Wisconsin
Ewing, Bonnie—Indiana
Fossum, Dorothea—North Dakota

Foust, Patricia ..... Indiana
Frase, Bruce ..... New York
Gardner, Erma ..... New York
Gimlin, Jack ..... New York
Girard, Howard ..... Florida
Green, Lorna ..... Ohio
Haifley, Owen ..... Indiana
Haisley, Keith ..... Indiana
Hardleben, Donna ..... Michigan
Harvey, Shirley ..... Indiana
Hay, Frances ..... Pennsylvania
Henry, Ruth ..... New Jersey
Herber, Harold ..... Indiana
Herje, Raymond ..... Minnesota
Heroy, Richard ..... New York
Herringshaw, Thelma ..... New York
Hittle, Richard ..... Ohio
Holman, Dolores ..... Illinois
Hopkins, Theodore ..... Michigan
Hultin, Irvin ..... North Dakota
Hunter, Clyde ..... Indiana
Hurst, George ..... Indiana
Jennings, Don ..... Indiana
Johnson, Merry Lynn ..... Michigan
Journell, John ..... Indiana
Kavanaugh, James ..... Indiana
Kennedy, Evelyn ..... Michigan
Kessler, Roberta ..... Ohio
Kimball, Dorothy ..... Michigan
Knowles, Elaine ..... Minnesota
Kregler, Walter ..... New York
Kulaga, Andrew ..... Ohio
Laffin, Dillon ..... Ohio
Latshaw, James ..... New York
Lawrence, Ruth ..... Ohio
Lewis, Warren ..... New York
Lochner, Keith ..... Indiana
Lunde, Philip ..... Connecticut
Mahin, Edith ..... North Dakota
Makonnen, John ..... Ethiopia
Martin, Dama ..... Ohio
Mathiasen, Ralph ..... New York
Maxson, Reva ..... New York
Meeks, Charles ..... Jamaica
Mielenz, Florence ..... Wisconsin
Miller, David ..... Michigan
Miller, Robert ..... Indiana
Mills, Ardell ..... Indiana
Mitchell, M. Carlene ..... Illinois
Morehead, Avis ..... Indiana
Morgan, Mervin ..... Indiana
Morrison, Norma ..... New York
Mudge, Nancy ..... New York
Murray, Winifred ..... Michigan
Music, Millicent ..... Indiana
McDonald, Charles ..... Indiana
Nelson, Henry ..... New York
Nelson, Leah ..... Ohio
Neuman, Elma ..... Massachusetts
Newcomer, Condit ..... Ohio
Norris, Fred ..... Ohio
Norris, Richard ..... Ohio
Nussbaum, Milo ..... Indiana
Oliver, Dan ..... Indiana
Osborne, Hendricks ..... Ohio
Ott, Robert ..... New York
Pallas, Evesia ..... Michigan
Parks, Everett ..... Indiana
Pearson, Howard ..... Indiana
Rauchwerk, David ..... Maine
Regier, Rufus ..... Minnesota
Ringenberg, Arlene ..... Ohio
Saliba, Tammer ..... Illinois
Scarem, Joyce ..... New York
Schenck, Robert ..... Illinois
Schrock, Duane ..... Illinois
Selders, Doris ..... Illinois
Shaffer, Walter ..... Indiana
Shinneman, Guyneth ..... Illinois
Shoemaker, Judson ..... New York
Short, Valetta ..... Ohio
Smith, Roger ..... Pennsylvania
Snooks, Lauradeen ..... Michigan
Snyder, Paul ..... Pennsylvania
Sorg, Benjamin ..... Ohio
Souder, Phillip ..... Indiana
Sparks, Evan ..... Canada
Steury, Verna ..... Indiana
Stockman, Paul ..... Ohio
Stow, Howard ..... Indiana
Stow, Patricia ..... Indiana
Svaan, John ..... New York
Taylor, Mervin ..... Indiana
Teuber, Ralph ..... Michigan
Thomas, Richard ..... Iowa
Thompson, Betty ..... Michigan
Thursby, Kathryn ..... Pennsylvania
Travis, John ..... Michigan
Tropf, Walter ..... Ohio
Tusant, Betty ..... Oregon
Van Landingham, Wilda ..... Tennessee
Weed, Lois ..... Ohio
Weigand, Thomas ..... Michigan
West, Richard ..... Indiana
White, James ..... Indiana
Whitenack, Weldon ..... Indiana
Wilhelmi, Norman ..... Illinois
Williams, Christopher ..... Connecticut
Woodruff, Robert ..... Ohio
Wyman, Gardiner ..... Wisconsin

FRESHMEN

Abdon, Roy ..... Indiana
Allen, Lois ..... Illinois
Allgeo, William ..... Michigan
Anderson, Charles ..... Indiana
Apprey, Isaac ..... Africa
Arthur, Paul ..... Indiana
Badger, Philip ..... Indiana
Barnes, William ..... New York
Barram, John ..... Ohio
Barrett, Eugene ..... Pennsylvania
Bauer, Lawrence ..... Nebraska
Beadle, Iris ..... Michigan
Beckett, Robert ..... Indiana
Bedell, Betty Lou ..... Michigan
Beers, Birt ..... Ohio
Beeson, Joseph ..... Texas
Beghtel, Peggie ..... Indiana
Bekowies, Jean ..... Michigan
Birkey, Kenneth ..... Illinois
Birkey, Merlin ..... Illinois
Blume, William ..... Pennsylvania
Bowers, William ..... Ohio
Bowman, Carl ..... Indiana
Bragg, Donald ..... Indiana
Bragg, John ..... Indiana
Bridson, Gloria ..... Michigan

Brookover, Winifred ..... Ohio
Brown, Marilee ..... Indiana
Brown, Roger ..... Indiana
Buffett, Vida ..... Michigan
Bunish, Paul ..... Ohio
Busch, Alice ..... North Dakota
Cain, Joyce ..... Ohio
Christmas, Stephen ..... North Carolina
Cleveland, Gladys ..... New York
Clevenger, Alma Fay ..... Ohio
Clevenger, Lemar Jay ..... Ohio
Cleveland, Winifred ..... Illinois
Cole, Betty ..... Indiana
Coleman, Orlin ..... Wisconsin
Coombs, Donald ..... Indiana
Copley, Marilyn ..... Ohio
Crum, Robert ..... Illinois
Culver, Dora ..... Indiana
Cuthbertson, Stewart ..... Michigan
Dahl, Mary ..... Wisconsin
Danner, Francis ..... Indiana
Davis, Mary ..... Illinois
Delong, Ralph ..... Ohio
Demere, Abraham ..... Ethiopia
Dewald, James ..... Ohio
Deyo, Lois ..... Indiana
Dilley, Robert ..... Indiana
Dixon, Martha ..... Michigan
Driskell, Omer ..... Indiana
Eisele, Evelyn ..... Illinois
Elliott, Charles ..... Pennsylvania
Ellison, Eugene ..... Washington, D. C.
Faia, Frederick ..... Louisiana
Farmer, Evan ..... Indiana
Fight, Dale ..... Indiana
Fisher, Elaine ..... Illinois
Fleming, Elizabeth ..... Pennsylvania
Ford, Paul ..... Indiana
Foust, Lois ..... Indiana
Fox, William ..... Michigan
Frase, Wayne ..... New York
Fraser, Robert ..... Massachusetts
Gentile, Jonathan ..... Connecticut
Getz, Pauline ..... Indiana
Ghatan, Manoucher ..... Iran
Gilbreath, Carl ..... Indiana
Girdley, Loretta ..... Indiana
Goddard, Bernard ..... Michigan
Gongwer, Carl ..... Indiana
Gott, Mildred ..... Ohio
Gramlich, Carol ..... Illinois
Granitz, Donald ..... Pennsylvania
Grant, Lenora ..... California
Grant, Robert ..... Indiana
Granville, Robert ..... New York
Green, June ..... Ohio
Griffith, Marjory ..... Ohio
Groth, Claudia ..... Oregon
Hagen, Rodney ..... Wisconsin
Hall, Troy ..... Ohio
Hanson, Robert ..... North Dakota
Harner, Lea ..... Ohio
Hartman, Edward ..... Pennsylvania
Hayden, William C. ..... Michigan
Hayes, Vilis ..... Canada
Heerschap, Henry ..... Pennsylvania
Helm, Edwin ..... Indiana
Hill, Sally ..... New York
Hitchcock, Marion ..... Michigan
Hollopeter, Dorothy ..... Pennsylvania
Holmgren, Norma ..... New York
Howard, William ..... Indiana
Huffman, Jean ..... Indiana
Humphreys, Robert ..... Pennsylvania
Hunt, Mansfield ..... Indiana
Hustin, Ilene ..... Michigan
Irvin, Maurice ..... Kentucky
Johnson, Gerald ..... Indiana
Johnson, Melvin ..... North Dakota
Johnson, William Lee ..... Indiana
Jones, Mary ..... Indiana
Juenke, Naomi ..... North Dakota
Kaiser, John ..... Michigan
Karg, Henry ..... Indiana
Karg, Thelma ..... Indiana
Kathary, Marjory ..... Ohio
Kebbede, George ..... Ethiopia
Kelly, Andrew ..... New Jersey
Kempton, Charles ..... Ohio
Kennedy, Donald ..... Indiana
Kline, Bruce ..... Michigan
Klopfenstein, Mary Emma ..... Indiana
Krebs, Gloria ..... Ohio
Lake, Curtis ..... Virginia
Lee, Barbara ..... Michigan
Lesher, Daniel ..... Pennsylvania
Lindahl, LeRoy ..... Wisconsin
Lindell, Maurice ..... Pennsylvania
Lougheed, Robert ..... Indiana
Lucas, Herbert ..... Ohio
Lundgren, Catherine ..... New York
Martin, Donald ..... Illinois
Martin, Harold ..... Indiana
Matsumoto, Stanley ..... California
May, Donna ..... Michigan
Meier, Beulah ..... North Dakota
Mendenhall, Alva ..... Indiana
Michel, Clyde ..... Nebraska
Miller, Carl ..... West Virginia
Miller, Jeanne ..... Ohio
Miller, Margaret ..... Michigan
Miller, Phyllis ..... Indiana
Morgan, Jean ..... Pennsylvania
Muselman, Arthur ..... Indiana
MacDonald, Ernest ..... Michigan
McDaniel, Wilma ..... Indiana
Nelson, John ..... New Jersey
Niazmond, Hassen ..... Iran
Nordberg, Valoyce ..... Minnesota
Norton, William ..... Florida
Nygren, E. Herbert ..... New York
Oechsle, Harold ..... Michigan
Oliver, James ..... New York
Partain, Jerry ..... Texas
Phillippe, David ..... Indiana
Pieschke, Robert ..... Michigan
Plants, Richard ..... Ohio
Reed, Merwyn ..... Indiana
Reeder, Lowell ..... Ohio
Renn, Frederick ..... Indiana
Reyhani, Shokrallah ..... Iran
Rigel, John ..... Indiana
Rioux, Barbara ..... Michigan
Roemich, Irvin ..... North Dakota
Rogers, Bertha ..... Kansas
Rhode, Robert ..... Pennsylvania
Romeiser, Jack ..... Indiana
Ross, Oral ..... Indiana
Rough, Harry ..... Michigan
Roy, Jo Ann ..... Indiana
Runion, Howard ..... California
Russell, Frederick ..... Indiana
Russell, Richard ..... Michigan
Sahatdjian, Greta ..... New York

Samuelson, W. Bruce—North Dakota
Sargis, Edward—Iran
Saylor, Carlyle—Indiana
Schneider, Robert—Michigan
Shepard, John—Wisconsin
Siders, Harley—Michigan
Sikes, Eleanor—New York
Siktberg, Carl—Indiana
Small, Joan—Indiana
Smith, Lillian—Indiana
Smith, Raymond—Ohio
Stevens, Joseph—Michigan
Stolt, Florence—Michigan
Swenson, Janet—New Jersey
Terhune, Daniel—Indiana
Thomas, Jack—Indiana
Thompson, Keith—Indiana
Thornburg, Harold—Ohio
Tinkel, William Leon—Ohio
Tsosie, Herbert—New Mexico
Unkenholz, Richard—North Dakota
Vandenburg, Gerrit—North Dakota
Walter, Norman—New York
Warner, Marjorie—Iowa
Weber, Grace—Ohio
Weigand, Lois—Indiana
Wells, Robert—Indiana
Wesner, Thomas—Wisconsin
White, John—Indiana
Whitenack, Mary—Ohio
Wilkerson, Janet—Ohio
Williams, Harry—North Dakota
Wingeier, Douglas—Michigan
Woodcock, Willard—Pennsylvania
Wortman, William—Illinois
Wright, Ted—Indiana
Wurster, Gwendolyn—Ohio
Young, Charlotte—Pennsylvania

UNCLASSIFIED AND SPECIAL STUDENTS

Bontrager, Elizabeth—Indiana
Burroughs, Grace—Indiana
Butz, Hazel—South Dakota
Forrest, Frances—Indiana
Friebel, David—Indiana
Harding, Robert—Indiana
Jones, Marjorie—Indiana
Meredith, June—Indiana
Moore, Naomi—Indiana
Odle, Bonnie—Indiana
Paxton, Nancy—Ohio
Said, Sherman—Indiana
Saliba, Pauline—Illinois
Sobel, Naomi—Indiana
Sprunger, Sybilla—Indiana
Thornburgh, Cledith—Indiana
Starr, Vada—Indiana
Unger, Helen Hortense—Mississippi
Whittam, Joan—New York
Wilson, Ann—Texas

ENROLLMENT BY STATES

Arizona	1	Montana	1
Arkansas	1	Nebraska	9
California	5	New Jersey	9
Connecticut	4	New Mexico	1
Washington, D. C.	1	New York	48
Florida	6	North Carolina	6
Illinois	42	North Dakota	21
Indiana	180	Ohio	71
Iowa	12	Oregon	2
Kansas	2	Pennsylvania	28
Kentucky	2	Rhode Island	2
Louisiana	1	South Dakota	1
Maine	2	Tennessee	1
Massachusetts	2	Texas	2
Michigan	68	Virginia	1
Minnesota	12	West Virginia	3
Mississippi	1	Wisconsin	13
Missouri	1	Foreign Countries	16

SUMMARY

Class	Men	Women	Total
Postgraduate	1	2	3
Seniors	40	42	82
Juniors	69	45	114
Sophomores	92	59	151
Freshmen	135	73	208
Unclassified and Special	4	16	20
Total	341	237	578

Alumni Directors

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Grand Rapids, Michigan

JAMES ALSPAUGH, Vice President
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IRMA DARE
North Manchester, Indiana

Wills and Memorials

"The American college represents our Westminster Abbey for treasuring the money and the memory of man. The man who gives an adequate gift to a well-equipped American college is more sure of an earthly immortality than any other private citizen. He has given his name into the keeping of an institution which is sure to treasure his memory so long as clear thinking, right feeling, and high character are the best parts of humanity."

—PRESIDENT THWING.

Whenever you are planning to leave certain amounts to Taylor University, whether for memorial buildings, scholarship or whatever purpose you may have in mind the following items should be in this document:

ITEM 1: Use the following designation: "I give, devise, and bequeath to Taylor University of The William Taylor Foundation, a corporation organized and existing under the laws of Indiana, with its office and place of business at Upland, Grant County, State of Indiana."

ITEM 2: Be sure to describe accurately how you want the fund used. If it is a memorial building, or memorial scholarship fund, make your description specific as to the use of this fund.

ITEM 3: "I designate the President of Taylor University and the President of The William Taylor Foundation as my official representatives in carrying out my plans for bequests to Taylor University, giving them the full right to sell any real estate, and any of the personal property, which may be included in said devise or bequest, at the death of the donor, and reinvest the proceeds thereof in the establishment of said Fund, all without any order of any court whatsoever."

If you have been thinking about making your will, do it now. Many put it off too long. Taylor welcomes any questions you may have in mind relative to any wills or memorials.

For complete information or personal conference, write to the

PRESIDENT'S OFFICE,
Taylor University
UPLAND, INDIANA

Index

Absence, Class 23
Academic Standing 15
Academic Regulations 22
Accreditation 15
Administrative and Other Officers 6
Admission 20, 36
Advisers 21
Aims 14
Alumni Directors 108
An Effective Christian College 13
Art 53
Astronomy 54
Athletic Organizations 32
Athletics 33
Automobiles, Use of 19
Bachelor of Arts Degree, Suggested Schedules 40, 41, 42
Bachelor of Arts Degree, Divisional Requirements 37
Bachelor of Science in Education Degree, Suggested Schedules 43, 45, 46, 47
Bachelor of Science in Education Degree, Divisional Requirements 38
Biblical Literature 89
Biblical Literature Major and Religious Education Minor on Bachelor of Arts Degrees 42
Biology 54
Board 26
Buildings and Grounds 16
Calendar, College 4
Changing Courses 22
Chapel and Church Attendance 19
Chemistry 58
Christian Education 91
Church History and Missions 93
Class Hour Schedule 22
Classification of Students 22
Clubs 31
Co-Curricular Activities 31
Conditions of Graduation 39
Contests and Prizes 34
Counselling 21
Courses of Study by Departments 53
Debating, Intercollegiate 33
Degrees 14
Divisional Aims and Objectives 51
Divisional Clubs 31
Divisional Requirements 37-38
Economics and Business Education 56
Education 60
Educational Equipment 17
Elementary Education 60
English 64
Enrollment by States 103
Entrance Requirements 36
Expenses 25-28
Faculty, Committees 11
Faculty-Student Committees 11
Faculty Roster 7
Fees, General 25
Fees, Laboratory 26
Fees, Music 26
French 67
General Regulations 19
Geography 68
German 69
G. I. Bill of Rights 15, 29
Governing Body and Board 5, 12
Government 19
Graduates 100
Graduation with Honors 24
Grants in Aid 30
Greek 69
Health Service 21
Historical Development 12

History ... 70
Home Economics ... 73
Honor Scholarships ... 29
Honor Students ... 101
Honors Work ... 24
Hour Schedule ... 22
Intercollegiate Debating ... 33
Laboratories ... 17
Laboratory Fees ... 26
Latin ... 75
Library ... 17
Limitation for General Participation ... 34
Literary Organizations ... 32
Loan Funds ... 30
Location of College ... 15
Major and Minor Requirements ... 38
Major of Music on Bachelor of Arts Degree, Suggested Schedule ... 41, 47
Marking System ... 23
Mathematics ... 76
Music ... 77
Music, Fees ... 26, 27
Musical Organizations ... 33, 81
Officers, Administrative ... 6
Organizations, Student
Literary ... 32
Athletic ... 32
Religious ... 32
Student Council ... 31
Personnel Service ... 20, 21
Philosophy ... 82
Physical Education ... 83
Physical Education Major, Suggested Schedule ... 46
Physical Science ... 86
Physics ... 86
Point-hour Ratio ... 23
Political Science ... 87
Pre-Engineering Course ... 49
Pre-Medical Course ... 48
Pre-Nursing Course ... 49
Pre-Professional Courses ... 48
Prizes ... 34
Probation ... 24
Psychology ... 88
Publications, Student ... 33
Refunds ... 28
Regulations ... 19
Religious Organizations ... 32
Requirements for Graduation ... 37
Room Reservation ... 20
Scholarships ... 29
Service Grants ... 30
Settlement of Bills ... 28
Shilling Memorial Scholarship ... 30
Sociology ... 94
Spanish ... 96
Speech ... 97
Standing Required for Contests ... 34
Student Council ... 31
Student Information ... 19
Student Load ... 22
Student Loan Funds ... 30
Student Organizations ... 31
Student Publications ... 33
Student Roll ... 103
Student Self-Help ... 21
Tuition and Fees ... 25, 26
Tutorial Work ... 24
Vaccination ... 21
Veterans, Training of ... 15
Vayhinger Memorial Music Scholarship ... 29
Vocational Rehabilitation ... 30
William Taylor Foundation, The ... 5, 12, 13, 14
Wills and Memorials ... 109
Wind and Stringed Instruments ... 27

The Taylor Development Program

FOR A GREATER TAYLOR

The Board of Directors of the William Taylor Foundation has announced the beginning of a Taylor University Development Drive. The purpose of this drive is to raise $500,000 by January 15, 1951.

The first goal of this program is the construction of the Ayres-Alumni Memorial Library. It is estimated that this building can be erected and equipped for $300,000. Already over $150,000 in pledges and cash has come in for this purpose. Work is scheduled to begin on this building May 1, 1949.

The work of this drive is being directed by a steering committee which includes representatives from the college administration, the alumni, the student body, the board of directors, and civic groups. This group will coordinate the efforts of those who will be included in the drive.

378
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